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ABSTRACT

This Home Start report centers its attention on three areas: how actual home visits are being conducted, how projects are spending grant money from a cost analysis point of view, and whether any tentative statement on program effectiveness can be made based upon an analysis of pre-post test data. The seven sections of the report are: (1) Demographies, (2) The Ideal Home Visitor and the Ideal Home Visit, (3) The Actual Home Visitor, (4) The Actual Home Visit, (5) Cost Analysis of Grant Expenditures and Levered Resources, with Addenda on Referrals, (6) Aides and Deterrents to the Meeting of First Year Local Objectives, and (7) Conclusions and Recommendations for Program Improvement. Highlighted in the report is the importance of making the Home Start parent a primary interactor during home visits. Appendices comprise half the report. (Author/CS)

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Dr. Esther Kresh, Project Officer

NATIONAL HOME START EVALUATION

Interim Report III:
Program Analysis

August 30, 1973

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EDUCATION & WELFARE
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INTRODUCTION

Interim Report III of the Home Start Evaluation Study centers its attention on three questions:

- How are actual home visits being conducted. (Who is receiving the Home Visitor's attention? What is the content and tone of the various interactions?)
- From a cost analysis point of view, how are projects spending their federal grant dollars and how are they using these grant dollars to lever additional resources to improve the program and provide more direct services to families.
- Can any tentative statements on program effectiveness be made upon an analysis of I pre-post test data?

Because this report concentrates on a limited number of program questions, it will differ somewhat in form from Interim Report II which sought to provide an overview of the entire national program from a planning and initial implementation point of view. For example, Report II used an input-process-outcome outline to discuss the major actors, the most important program activities, and the intended outcomes or products of the Home Start program.

This report -- with its emphasis on the actual home visit and on a cost analysis of grant and levered dollars -- treats both inputs and processes at the same time, i.e., describing a home visit includes inputs (the Home Visitor and the family) and processes (the activities occurring during the home visit). Likewise, the cost analysis has as its content a program input -- grant and levered dollars -- while analyzing this data in a functional or process manner. This cost section is, in fact, an input-process and outcome analysis when it deals with levered resources for the resources themselves are inputs, the securing and utilizing of the resources are processes, and the amount of resources levered can be seen as a basic outcome of a successful program.

Report III is divided into seven sections. The role of each section is described below. Following this description of the various sections, this introduction will conclude by presenting the defacto Home Start Model which was developed in Report II. In studying the model the Reader can see for himself the central role played by home visits and the levering of community resources. The theoretical or expected relationship between these processes and the intended outcomes can also be visualized. Thus, the model can be used as a reference point for each of the Report sections and can serve as a basis for interpreting the appropriateness of the final section on conclusions and recommendations.

The seven sections of Report III are:

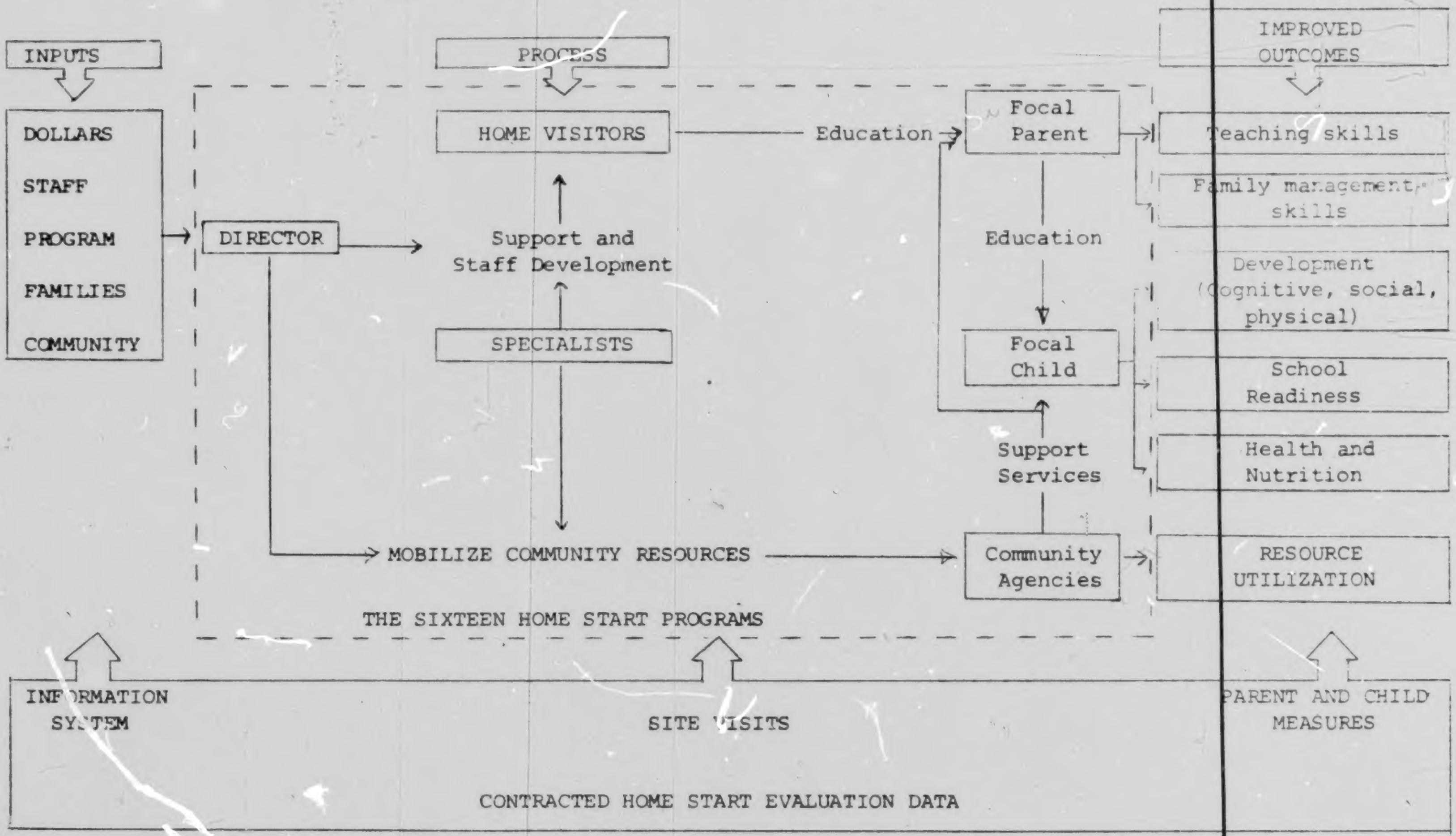
- Demographics (Section I) which illustrates key features of the program's major participants -- Home Start families and Home Start staff, educational, income, and ethnic data are presented and briefly discussed.
- The Ideal Home Visitor and the Ideal Home Visit (Section II) which uses interviews with local project administrators to describe the qualities the home visit program which the administrator is seeking to implement, and the qualities which the administrator believes are necessary in the effective Home Visitor.
- The Actual Home Visitor and the Actual Home Visit (Sections III and IV) which present interview data and information system data on the actual Home Visitor (Section III) and observation data on actual Home Visitors (Section IV) at each site. Based upon the information, areas of strength and areas of concern are identified regarding effective home visit implementation.
- Cost Analysis of Grant Expenditures and Levered Resources with Addenda on Referrals (Section V) which analyzes all project expenditures from both a line-item and functional point of view. Descriptive information on the amount and type of levered resources is also presented. As these levered resources are most usually secured through an on-going referral system, an addenda on the referral system is presented here. As the cost analysis and referral data provide us with our best information on the amount and types of comprehensive services, areas of strength and areas of concern within this comprehensive service area (Health, Nutrition, Psychological/Social Services) are presented at the conclusion of this section.
- Aides and Deterrants to the Meeting of First Year Local Objectives (Section VI) which briefly summarizes aids and deterrants which were experienced by a large number of project directors and which therefore warrant the attention of Home Start decision makers at the national level. While previously identified areas of strength and concern also require

national attention, the directors' perspective is reported here because the final section on recommendations should be affected by the directors' perspective, i.e., if directors acknowledge a specific problem area the corresponding recommendation will differ from cases where an area of concern is not so recognized by these leaders.

- Conclusions and Recommendations for Program Improvement (Section VII) which moves forward from previously identified areas of strength and concern to shape specific recommendations for program improvement. Such recommendations will usually be based upon findings presented in the Report itself. However, certain recommendations, especially those based on an analysis of child performance data may require reference to matter extrinsic to the operation of Home Start alone.

As stated above, the de facto Home Start Model developed for Report II is presented here to provide a context for interpreting each of the sections described here.

SIMPLIFIED NATIONAL HOME START MODEL


INPUTS
DOLLARS
STAFF
PROGRAM
FAMILIES
COMMUNITY
PROCESS
DIRECTOR
HOME VISITORS
Support and
Staff Development
SPECIALISTS
MOBILIZE COMMUNITY RESOURCES
Education
Focal
Parent
Education
Focal
Child
Support
Services
Community
Agencies
THE SIXTEEN HOME START PROGRAMS
IMPROVED
OUTCOMES
Teaching skills
Family management
skills
Development
(cognitive, social,
physical)
School
Readiness
Health and
Nutrition
RESOURCE
UTILIZATION
INFORMATION
SYSTEM
SITE VISITS
PARENT AND CHILD
MEASURES
CONTRACTED HOME START EVALUATION DATA

I

DEMOGRAPHICS

Introduction

The busy administrator needs a quick overview of the size and shape of the program he/she is reviewing. The programmatic shape of Home Start is illustrated by the de facto Home Start Model presented on the previous page. Demographic data (acquired through the Home Start information system) was used to graphically display individual project size, locale, and the ethnic level of the key participants -- Home Start families and staff.

Narrative discussion is limited so as not to detract from the overall program portrait created by the various graphs and charts. Major areas of strength and concern (such as can be identified from demographic data) will be discussed in the concluding section of this report (see pp. 71-72).

HOME START PROFILE

AT A GLANCE

TOTAL # OF PROGRAMS: 16[1]

TOTAL # OF RURAL PROGRAMS: 9

TOTAL # OF URBAN PROGRAMS: 2

TOTAL # OF URBAN/RURAL PROGRAMS: 4

TOTAL # OF STAFF: 190
AVERAGE: 12

TOTAL # OF HOME VISITORS: 110
AVERAGE: 7

OF FAMILIES PER HOME VISITOR: 10

TOTAL OF FAMILIES ENROLLED: 1102
AVERAGE: 73

TOTAL # OF FOCAL CHILDREN: 1342
AVERAGE: 89

TOTAL # OF CHILDREN 0-10: 2181
AVERAGE: 145

TOTAL # OF CHILDREN 0-18: 4092
AVERAGE: 273

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[1] San Diego was not yet fully operational by the end of the reporting period, so no data is included here.

The following charts were compiled using data from the information system for the Quarter ending March 31, 1973.

Figures I-1 to I-3: Program Enrollment, Ethnicity of Staff and Focal Children

Figure I-1 displays the enrollment of both families and focal children for the 15 programs, ranked by program size. The average enrollment of families is 73, only five of the Home Start programs comply with the guidelines of an enrollment of 80 or more. The following programs obtained special permission from the Office of Child Development to enroll fewer than 80 families because of difficulty in identifying eligible families or high operational costs: North Carolina, Massachusetts and Alaska.

For all programs, except one[1], the number of focal children served exceeds that of family enrollment. In fact, 22% of the families enrolled in Home Start have more than one focal child.

It is interesting to note that the total number of 3-5 year old children is greater than the number of focal children. Eight percent of the 3-5 year olds are enrolled in other Preschool Programs or in no program.

Figure I-2 reflects the ethnicity of focal children and staff for the 15 programs. The ethnic profile of focal children closely matches that of staff for the overall program, as well as on a project by project basis. Table I-3 displays the ethnicity of focal children and staff by program.

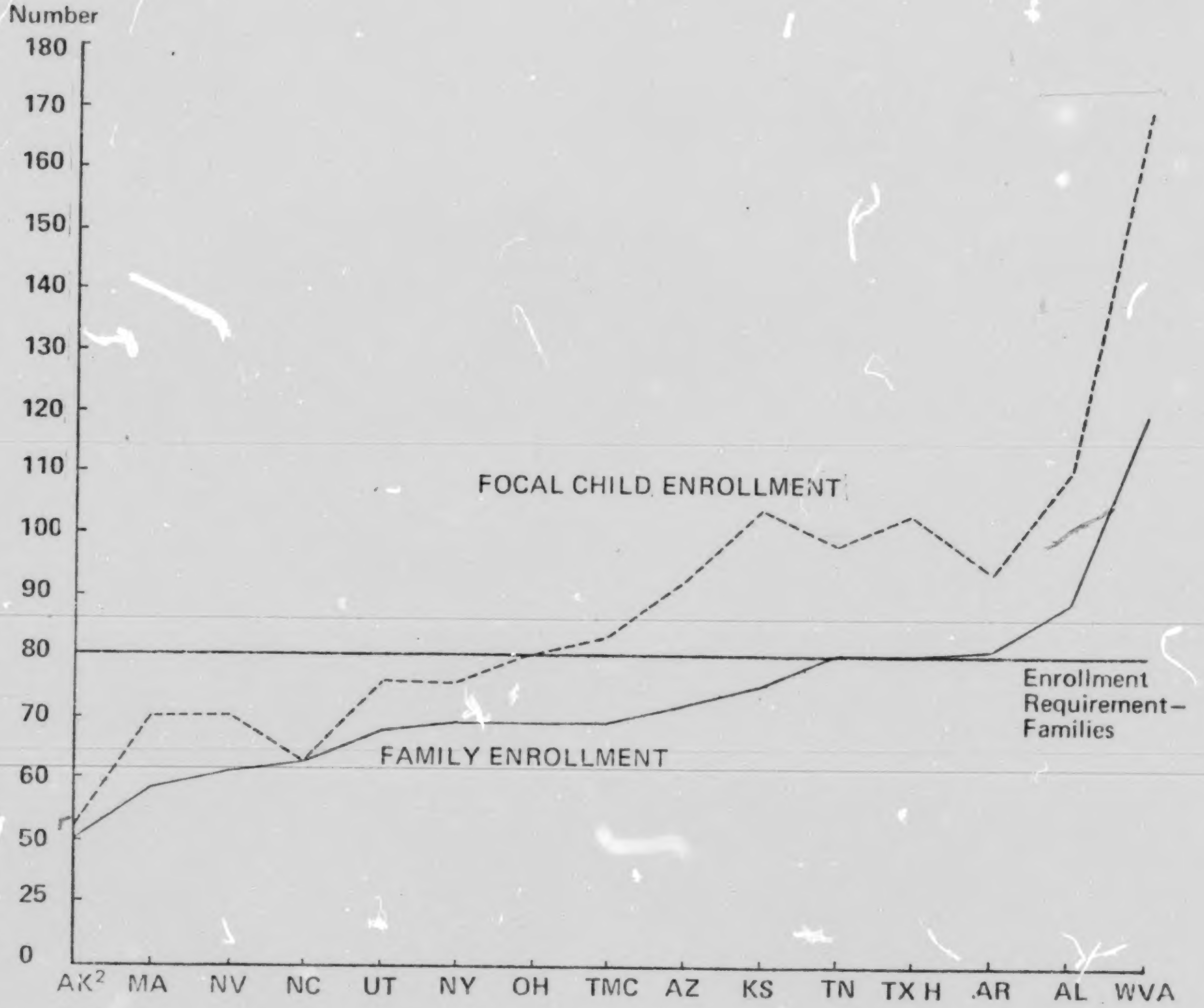
---

[1] North Carolina

FIGURE I-1

FAMILY AND FOCAL CHILD ENROLLMENT – SPRING 1973[1]

Total Family Enrollment:	1102
Average Family Enrollment:	73
Total Focal Child Enrollment:	1342
Average Focal Child Enrollment:	89
Total Children 0 – 18 Yrs.:	4092
Average Children 0 – 18:	273
Total Target Children 0 – 5 Yrs.:	2181
Average Target Children 0 – 5:	145



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[1] To show family enrollment, from lowest to highest, the ordering of the programs has been changed from that used in the Information System. This new ordering will be used throughout the following tables.

No data is included on families and children for California, since the program is not yet fully operational.

[2] Legend: AK – Alaska; MA – Massachusetts; NV – Nevada; NC – North Carolina; UT – Utah; N Y – New York; OH – Ohio; TMC – Texan Migrant Council; AZ – Arizona; KS – Kansas; TN – Tennessee; TX H – Texas, Houston; AR – Arkansas; AL – Alabama; W VA – West Virginia.

FIGURE I-2

ETHNICITY
FOCAL CHILDREN – STAFF

SPRING 1973

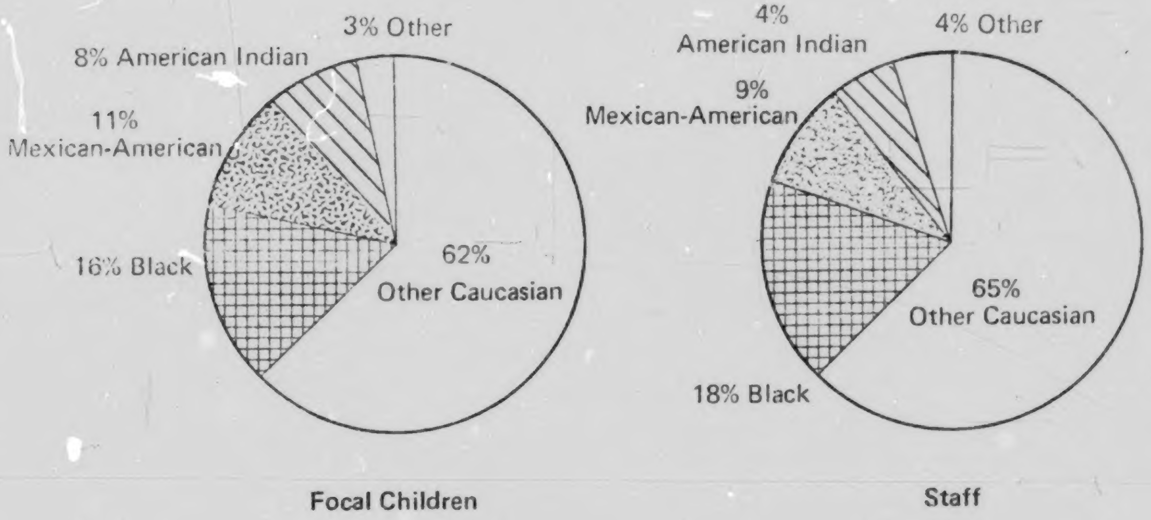
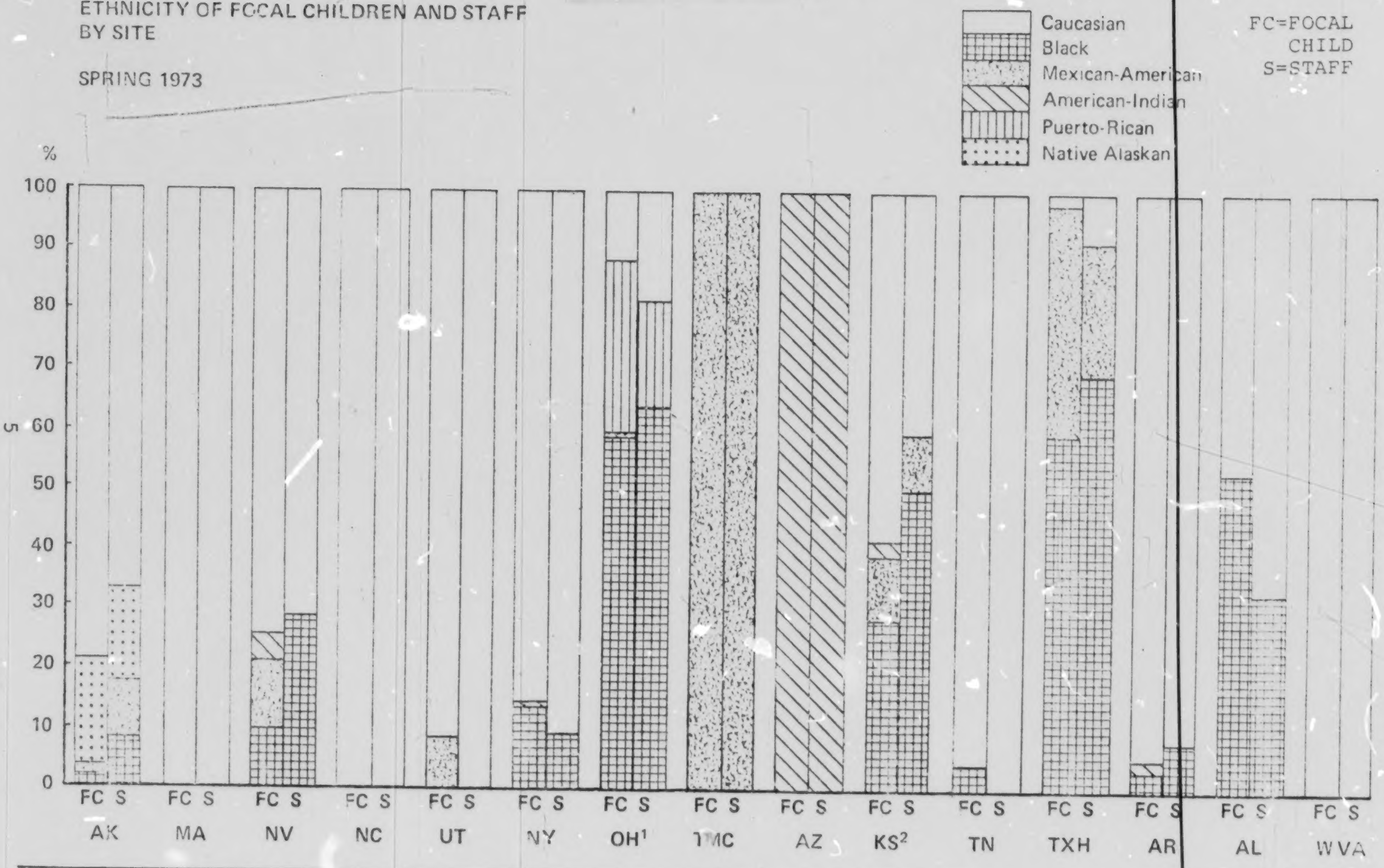


FIGURE I-3



ETHNICITY OF FOCAL CHILDREN AND STAFF BY SITE

SPRING 1973

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[1] Including 1 child specified on OTHER

[2] Including 1 Oriental child.

II

THE IDEAL HOME VISITOR AND THE IDEAL HOME VISIT

Introduction

The Introduction to this Report presents the de facto Home Start model as developed in Interim Report II. Based on an analysis of first year proposals, Report II identified two major areas of concern. First, in many cases no single staff person was given the responsibility for identification, coordination, integration, and utilization of community services. Second, Home Visitors were frequently expected to be successful community generalists (coordinating community services and being innovative teachers) while receiving rather low salaries and possessing modest skills. Report II then analyzed initial implementation data (through Fall 1972) and found these concerns to be warranted. Programs were having limited success in securing community services beyond those they could buy with their own limited project funds. As for home visitation, a review of local program objectives (rewritten in Fall '72) showed that more than 50% of educational objectives were being stated exclusively in terms of the child. This raised the question as to whether the Home Start Guidelines was being strictly adhered to in terms of a primary emphasis on Home Visitor to parent interaction.

The analysis of further implementation data (gathered during Spring 1973 site visits) can begin by asking how projects are now intending to shape themselves. This analysis does not assume that an adequate evaluation can be approached only in terms of local intentions, plans, or objectives. However, it does assume that analysis at the intention level can identify areas of inconsistency (both internally and with national guidelines) which can provide a framework for critical analysis of actual process or implementation data. (Areas of greatest consistency will be identified and employed in later analysis.)

Report II relied heavily on initial proposals and limited case study and information system data in order to determine local plans and intentions. Extensive field information was collected in the Spring of 1973 to assess the present status of program plans and intentions. This information includes:

1) Instrumented interviews with all project directors and with staff coordinators supporting Home Visitors. Information was sought regarding the ideal Home Visitor and the most appropriate use of her time.

2) Program objectives written six months earlier were reviewed to determine the degree completed, problems encountered, and support received. New six months objectives were prepared by each program.

3) Comprehensive cost data on projected expenditures and the projected generation of in-kind services was collected through interviews and analysis of project records.

The remainder of this section will present the findings from the director and staff interviews on Home Visitors and from the review of program objectives.

The Ideal Home Visitor

The tables on pages 11 - 14 summarize the comments of project directors and supervisory staff when asked to project the ideal Home Visitor and the ideal home visit. (The interview questions were open ended. Categories used for coding the responses were not always mutually exclusive.)

There was a high level of agreement between directors and supervisory staff concerning the qualities and training of the ideal Home Visitor, and the characteristics of the ideal home visit. In summary:

1) The ideal Home Visitor need not have extensive formal education but should be experienced in working with children.

2) She should be friendly, flexible and objective, and possess both interaction and teaching skills.

3) Her salary should be between $5000 - $7000, or equivalent to teacher or Head Start salaries.

4) As for training, while pre-service and in-service may be important, the use of the experienced Home Visitor as a model is the most preferred training method.

5) Training content should stress early childhood education and interaction skills.

6) Secondary training attention should focus on the various components and the use of community resources, supervision should center on occasionally accompaniment of the Home Visitor on her visits. Moral support and guidance should be provided.

The Ideal Home Visit

As for the ideal home visit, directors and supervisors agree that:

1) The Home Visitor should serve 10-12 families (one-third of the supervisors prefer fewer families) by making weekly visits of one-two hours duration.

2) Directors and supervisory staff unanimously agree the Home Visitor interaction should not be mostly with the child. During these visits she should work mostly with parents (65% of directors and 40% of supervisors) or with both parents and children (35% of directors and 60% of supervisors).

3) The content of the ideal home visit varies considerably with health services having relative priority. There is some general agreement that the educational component should be parent oriented; that health activities are largely educational; that nutritional services center around best use of the present food dollar both in shopping and in food preparation, and that psychological/social needs can vary considerably.

Areas of Strength

- There is a high level of agreement among directors and supervisory regarding the ideal Home Visitor and the ideal home visit. While considerable variation exists regarding the priority of the service components, notable agreement is evident concerning the most important activities within each component.

- The moderate level of education found to be required of the Home Visitor is consistent with the ideal salary range specified by project administrators. Moreover, the ideal salary range, $5000 - $7000 or compatible with Head Start salaries, is only moderately above present salaries and could be attained presently by projects who adjust their overall budgets and organizations.

Areas of Concern

- While all staff interviewed stated that the Home Visitor's interaction should be mostly with parents or with both parents and children, the fact that nearly 50% chose the inclusive response "both" may indicate that some programs are unwilling or unable to center their attention on the development of the parent as the prime educator of her children. The fact that no interviewees stated that emphasis should be "mostly on the child" indicates that the remaining ambiguity relates to questions of feasibility (e.g., both parent and child are in the same room) rather than to ambiguity at the intentional level.

- Although no one stated that emphasis should be "mostly on the child," the responses to the previous experience item and to the training question suggest that administrative staff do not conceptualize either hiring staff or training them in a manner which stresses a parental emphasis. For example, previous experience with children was specified for Home Visitors by 70% of the directors and 55% of the supervisory staff, while previous experience with adults was required by only 15% of those interviewed. Moreover, early childhood education is frequently emphasized while similar emphasis on adult education has not been clearly articulated. Finally, the fact that parent involvement is frequently seen as a separable service component may indicate that the present components are not conceptualized in such a way as to treat the parent as a primary actor on an on-going basis.

- The de facto Home Start model considers the identification and utilization of community services as one of the two-fold functions of the Home Start program. The following tables indicate that administrators are not considering this community service function as seriously as they consider the educational function. For example, less than 20% require previous experience in community affairs, and less than 5% cite knowledge of community resources as a desirable skill for Home Visitors. In like manner, only 15% listed a program training need in this area.

In conclusion, local Home Start administrators are quite consistent with one another, moderate in their intentions, and generally in agreement with the national emphasis upon the development of the parent. However, their present hiring and training intentions do not maintain this parental emphasis. Moreover, the utilization of community services does not receive the attention required by the Home Start model and guidelines. We shall now study the previous objectives and future plans of each project to see whether the above findings are reflective of the general direction(s) in which project administrators are now trying to move their programs. At the conclusion of this report recommendations for improvement will be developed from these and other findings.

TABLE II-1

THE IDEAL HOME VISITOR AS PROJECTED BY DIRECTORS AND SUPERVISORY STAFF

INTERVIEW ITEM ON IDEAL HOME VISITOR	SUMMARY OF RESPONSES	
	Directors n=16	Support Staff n=17
Formal Educational Level:		
1) not relevant	4	7
2) high school graduate or general education diploma	5	7
3) some college	5	0
4) other	2	3
Previous Experience Desired (Some Respondents Indicated More Than One Category):		
1) with children	16 of 16	14 of 17
2) with adults	4 of 16	4 of 17
3) with community	4 of 16	5 of 17
4) other	2 of 16	2 of 17
Most Frequently Cited Personal Qualities:	Rank:	Rank:
1) friendly/out-going	first	second
2) flexibility, objectivity	second	first
Needed Skills (Some Respondents Indicated Needs in More Than One Category):		
1) interaction skills[1]	16 of 16	16 of 17
2) teaching skills	13 of 16	9 of 17
3) ability to drive a care	3 of 16	2 of 17
4) ability to identify community resources	2 of 16	1 of 17
Projected Salary:		
1) $3000 - 4900	1	(70% of responses were in $5000-69000 range or compatible to Head Start salaries)
2) $5000 - 6900	8	
3) $7000 - 8900	3	
4) $9000 - 10900	2	
5) $11000 - 12900	1	
6) other	1	
Projected Training (Type):	Rank 1) pre-service and in-service 2) on-the-job	Rank 1) in-service 2) on-the-job and pre-service
Most Frequently Cited Training Method?	The experienced Home Visitor is seen as the best training resource.	

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[1] Breakdown on Interaction Skills: Relating - 9; Listening/Communicating Motivating - 4; Problem Solving - 2; Reinforcing - 2.

TABLE II-1 (Cont'd)

Training Content (Some Respondents Indicated Needs In More Than One Category):		
1) early childhood	8 of 16	8 of 17
2) interaction skills	7 of 16	7 of 17
3) Home Start components	4 of 16	4 of 17
4) community resources	4 of 16	3 of 17
5) recruiting	1 of 16	0 of 17
6) bookkeeping	1 of 16	0 of 17
Supervision (Methods):		
1) most common	occasionally accompanying Home Visitor on visits	same as directors
2) other methods	daily communication, weekly and monthly staff conferences, report forms	same as directors
Purpose of Supervision:	1) moral support 2) planning for individual families 3) guidelines and expectations for Home Visitors	same as directors

TABLE II-2

THE IDEAL HOME VISIT AS PROJECT BY DIRECTORS AND SUPERVISORY STAFF

INTERVIEW ITEM ON MODEL HOME VISIT	SUMMARY OF RESPONSES			
	Directors n=16		Support Staff n=17	
Number of Families per Home Visitor:				
1) 4-6	0		1	
2) 7-9	2		3	
3) 10-12	12		6	
4) 13-15	0		2	
5) 16-18	1		1	
6) other	1		3	
Frequency of Visits:				
1) one visit per week	10		8	
2) two visits per week	5		4	
3) three visits per week	0		0	
4) four visits per week	1		0	
5) other	0		5	
Duration of Visit:				
one-two hours	16		11	
other	0		16	
Major Emphasis of Visit (i.e. Primary Interaction):				
1) mostly on parent	10		6	
2) both	6		9	
3) mostly on child	0		0	
4) other	0		2	
Major Emphasis of Visit* (i.e. Content):	Highest Priority	Lowest Priority	Highest Priority	Lowest Priorit
Education	4	5	2	2
Health	5	2	5	1
Nutrition	1	2	0	1
Psychological/Social	4	1	1	4
Respondents did not prioritize	2	6	8	9

*Some of those interviewed were reluctant to prioritize services especially in the case of listing some as less or least important.

TABLE II-2 (Cont'd)

Nature of Component Activities		
1) Education:		
parent oriented	80%	65%
child oriented	20%	35%
2) Health:		
educational (includes awareness of community resources)	60%	50%
problem of identification (e.g. exams)	25%	25%
treatment (includes referrals and appointments)	15%	25%
3) Nutrition:		
education (menus, shopping, budgeting, food preparation)	80%	75%
identifying and utilizing community resources	20%	25%
4) Psychological/Social:		
identifying community resources	30%	20% (inc. community advocacy)
referrals/appointments	30%	20%
child/family dynamics	0%	15%
other**	40%	45%

Note: One-third of the directors and one half of the supervisory staff identified "parent" involvement as a separate service component.

**The psychological/social category includes a wide range of activities and objectives. The content and the subsequent mode(s) of delivery are considerably less defined than those of the nutrition and health components.

III

THE ACTUAL HOME VISITOR

Introduction

The previous chapter used interviews with local project administrators to build a profile of the ideal Home Visitor. These interviews were also analyzed to develop a description of the ideal home visit. The purpose of this section is to construct a composite description of the actual Home Visitor (utilizing interviews with present Home Visitors and data from the Home Start information system).

The profile of the actual Home Visitor will then be compared to the "Ideal Home Visitor" described earlier. Areas of strength and concern will then be identified.

The Actual Home Visitor -- Spring 1973

The following profile describes the actual Home Visitor--her level of education and areas of study, previous experience, skills, training needs, and staff supervision and support (both actual and desired).

1) While most Home Visitors have had some college education (71%), few have completed college (26%).

2) Elementary and pre-school education has been their major area of study.

3) Almost all Home Visitors have previous experience with children (97%). Most of this previous experience has usually been classroom oriented (75%).

4) Both "previous skills learned" and "additional skills needed" vary widely across various program elements. If a central tendency can be described, it is toward the educational and psychological/social aspects of the program.

5) Home Visitors clearly identify in-service training as the most effective means of skill development.

6) Supervision of Home Visitors is delegated to a variety of staff personnel across the 16 projects. Also, systematic supervision of Home Visitors in the home appears to be carried out in only two or three of the 16 projects.

When the composite of the actual Home Visitor is compared to the profile of the ideal Home Visitor (as described by project administrators,) many similarities and only a few differences are discovered. Both the educational background and the previous experience of Home Visitors match the "ideal" but may be an after-the-fact construction.

Also, the interaction skills which administrators seek in Home Visitors are in fact the skills which the actual Home Visitors report acquiring during their work with families. The fact that these skills are not usually developed during pre-service does raise practical questions regarding the role of pre-service, i.e., should the administrators continue to rely on pre-service for such skill development?

A few differences do exist between the ideal and the actual Home Visitors. First, as indicated above, Home Visitors find in-service training most effective while administrators rely heavily on pre-service training. Secondly, administrators emphasize the training value of the experienced Home Visitor; while the Home Visitors themselves indicate that it is the families themselves which contribute the most to the development of their skills. Thirdly, and most importantly, most Home Visitors (72%) report related experiences with adults. Forty-one percent have worked with community and social services groups. Thus, the actual Home Visitor may possess more adult related experience than is required of the ideal Home Visitor. Some directors may be underutilizing the community experience of their Home Visitors. (See the Ideal Home Visitor Tables which show that only 25% of the directors require previous experience with adults or with community. Page 11.)

The Ideal Home Visitor and the Actual Home Visitor - Areas of Strength and Concern.

Areas of Strength

- Based upon interviews with both administrators and Home Visitors, it appears that administrators have usually staffed their projects with Home Visitors who have the education and experience which they deem necessary. While such a match may not in itself be sufficient for program success, the lack of discrepency the ideal and the actual can be seen as a positive factor.

- Actual Home Visitors appear to have more adult-community service experience than that required by administrators.

Areas of Concern

- Project Directors prefer pre-service training to in-service training, while Home Visitors and their supervisor prefer in-service to pre-service. As for "developing interaction skills," it may be noted that although these skills were part of pre-service sessions, Home Visitors report that actual interaction with families was the most effective way to develop these skills. One might infer that this difference is no more than a matter of personal perspective and that thoughts implanted during pre-service will find their fruition during actual field experience. However, the development of pre-service concepts during on-the-job experience would most likely occur when pre-service and on-the-job experience are tied together with systematic field supervision of Home Visitors.

  On the contrary, few Home Visitors report that systematic field supervision is being conducted. Home Visitors appear to indicate that they "learn by their mistakes" and without frequent feedback through in-the-home supervision. Thus, while Home Visitors do report significant skill development through direct family interaction, the lack of systematic supervision raises questions regarding the validation of such reported development.

  Directors emphasize the unique training value of the experienced Home Visitor as model. However, if this experienced Home Visitor is not in frequent field contact with less experienced Home Visitors, the question is raised as to whether directors are relying on verbal communication at the centers rather than behavioral interaction in the field.

TABLE III-I

THE ACTUAL HOME VISITOR, HER EDUCATIONAL LEVEL, SKILL DEVELOPMENT, TRAINING, SUPPORT, AND SUPERVISION

(Gathered During 32 Home Visitor Interviews, Spring, 1973)

Formal Education Level:	(Information System) March '73	Interviews Spring 73
1) Some High School	9%	6%
2) High School Graduate	26%	23%
3) Some College	49%	42%
4) Associate Degree	2%	3%
5) College Graduate	11%	14%
6) Some Graduate Work	N.A.	6%
7) Advanced Degrees	3%	6%

Areas of Study:	Undergraduate* (14)	College (5)	Advanced (2
1) Elementary & Preschool Education	6	2	
2) Psychology	3		
3) Child Development	2		1
4) Social Work or Sociology	2	1	
5) Math	1		
6) Arts	1	1	
7) Home Economics	1	1	
8) Speech	1		
9) Nutrition	1		
10) Language	1		1
11) Other	4		

(Source: Spring '73 Interview)

Previous Experience:	
1) With Children -in the classroom (73%) -as babysitters (12%) -limited to raising their own children (12%)	97%
2) With Adults -worked with community and social service groups (41%) -jobs with adults (6%) -other experience with adults (25%)	72%

*Some respondents indicated multiple "Areas of Study."

TABLE III-1 (CONT'D)

Skill Areas:	Learning since joining Home Start (84 responses)	Further training is needed (58 responses)
1) Education	27%	38%
2) Psych/Social	18%	24%
3) Health	9%	12%
4) Nutrition	11%	7%
5) Other (general)	33%	7%
6) No Information	2%	7%
7) None	-	5%

Training Received (type):

1) pre-service

focus: (a) community resources and referrals, eligibility requirements and such other skills as listening, patience, respect; (b) education; and (c) psychological and social services.

perceived effectiveness: Home Visitors indicated that 23% of their learned skills were acquired in pre-service training.

2) in-service

focus: (a) education; (b) psychological and social services; (c) other skills; (d) nutrition; and (e) health.

perceived effectiveness: Home Visitor indicated that 53% of skills were learned in in-service training.

3) other means (primarily working with families)

focus: interaction skills such as respect, listening, sharing, patience

perceived effectiveness: Home Visitor indicated that 23% of such skills were learned through other means.

Support Received:	Number of Respondents who indicated person was "most helpful" (n=32)
1) Person providing support	
Director	7
Deputy Dir/Assistant Dir.	3
H.V. Coordinator or Supervisor	6
Specialists	5
Home Visitors	2
Educational Aides	2
Outside Home Start	3
Families	1
No Response	3

TABLE III-1 (CONT'D)

2) Types of support provided (ranked)

Review of Educational Materials
Problem-Solving
Referrals and Resources
Family Relations, Sharing Ideas, General Support
Moral Support, Health
Transportation
Nutrition, Parent Involvement, Financial Support

Supervision Received:

	Percent of Responses
1) Review of family problems with another staff member	
-prior to the visit	28%
-following the visit	34%
-no special routine exits for discussing families	28%
-no response	10%
2) Staff person(s) involved in review	
-Group meeting	42%
-Home Visitor Coordinator	21%
-Director	17%
-Specialist or other staff	17%
-Outside Home Start	3%

Note: In terms of direct staff supervision in the home, only two projects provide such supervision on a regular basis (e.g. once or twice a month). Four of the 32 Home Visitors indicated that no one ever accompanied them on Home Visits.

IV

THE ACTUAL HOME VISIT

Introduction

The following section will address the focal treatment question: "What is the Home Visitor actually doing in the home; how are the parent and child responding?" Home visit interaction data, gathered by on-site observation, will be displayed and analyzed to answer these central questions.*

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*Although the Home Visitor's role centers on the home visit itself, many Home Visitors also conduct group meetings for parents and for children. In addition, a thorough referral system frequently include Home Visitor tasks not performed during the visit itself. To assist the reader in placing home visits in this broader context, these activities are summarized here.

Group Meetings. Interviews with Home Visitors indicate that 53% of them are conducting group meetings with adults on a regular basis (once a week to once a month). Forty percent of Home Visitors have adult group meetings less than once a month. Seven percent conduct no group meetings. As for group meetings with children, the respective percentages are somewhat lower -- regular basis (38%), less than once per month (34%), no group activities (28%).

The nature of the adult group activities varies from parent meetings or special classes to field trips and social activities. Child activities are mostly field trips, story-times, or socially oriented.

Home Visitors report that these group activities provide some opportunity for male involvement. Only 18% of Home Visitors have no evening activities, and a minority, 38%, hold no weekend activities for parents.

Referral System. In programs where the individual Home Visitor assumes overall responsibility for coordinating agency services she must allot a substantial amount of her time to making arrangements with agencies and to providing periodic assistance to families who use the agencies (e.g., transportation, follow-up, etc.). Interviews with 30 Home Visitors show that the typical program is using an average of 12 service agencies. Most of the agencies provide psychological/social or health services. Some provide nutritional assistance while only a few serve educational needs. It is interesting to note that in the case of 55% of the agencies utilized the referral contact is made directly by the Home Visitor. (Twenty-two percent of the agencies are contacted directly by families, 14% are contacted by Home Start specialists, 7% are contacted by a combination of families and Home Visitors.)

Thus, in addition to home visit responsibilities, at least 50% of the Home Visitors also have the primary responsibility for frequent group meetings and/or on-going utilization of community service agencies.

The Actual Home Visit--Spring 1973

The Home Visitor/Family Interaction Observation Guide which was used by observers to record interaction data during actual home visits can be found on page 37. The Home Visitors who were observed were not randomly selected. On the contrary, the directors were asked to identify two of their most experienced Home Visitors. This was done in the belief that these Home Visitors would be less threatened by outside observers and would thus conduct these home visits while paying minimum attention to the real or imagined expectations of the observer.

As for the families to be observed, these experienced Home Visitors were asked to select two families, one family with whom effective communication was on-going and one family with whom further improvement was needed. Thus, while the following observation data reflect the behavior of the best of most experienced Home Visitors, it does reflect their manner of working with both more responsive and less responsive families.

The following tables are based on the observation of 57 home visits across 15 Home Start sites. During the typical visit interaction data on six different activities were recorded. Before presenting detailed data on the various interaction patterns, the shape of a typical home visit can be described as follows:

The Actors -- during 50% of the observed visits the participants included only the Home Visitor, parent and focal child. In 32% of the visits one or more siblings were also involved. Another adult was present in an additional 14% of the visits observed.

The average age of the focal children was 4.4 years. Fifty percent were of each sex.

The Length of Visits -- the average visit was 67 minutes. One visit was as short as 15 minutes; another was two and one half hours. Two-thirds of the visits were between one-half hour and one and one-half hours.

The Frequency of Visits -- the Home Visitor interviews indicate that most visits are made on a once per week basis.

The Number of Activities per Visit -- 51 of the 57 visits contained between three and nine distinct activities.

The Location of the Visit -- 56% of the activities occurred in the living room, 26% in the kitchen, 7% in the dining room, and 11% outside the house.

Utilization of Materials -- during 80% of the home visits learning materials were introduced into at least one of the visit's activities. (For 68% of the visits this material was brought by the Home Visitor. 12% of the visits utilized materials already in the home.)

In summary, the typical home visit happened weekly for one hour and involved only the parent and a four year old focal child. During the visit three to nine different activities occurred (mostly in the living room). At least one activity used materials brought by the Home Visitor.

Presentation of Observation Data. Developing an effective way of presenting this observation data is itself a challenging task. This is true for three reasons:

1) A large amount of diverse data was collected for each of the 57 visits (and 355 activities observed).

2) The observation instrument was newly constructed and used an exhaustive checklist approach. Key factors were identified only after the field data had been tabulated. Less valuable categories will be collapsed (or dropped) from later analysis and instrumentation.

3) The empirical approach described above is necessary because there is no such reality as the "ideal home visit." Effective interaction of its very nature requires variety. No expert can describe what a Home Visitor, a parent, or a child, is ideally doing at any single point in time.

The following section will present the data in two ways. First, there will be rather brief discussions of the major types of data--major interactions (e.g., Home Visitor to parent, child to parent); modes of interaction (e.g., asking, telling, listening); content of interaction (e.g., socializing, health, child play); and impressions of communication style and tone (e.g., casual/formal alert/tired). The tables upon which these discussions are based may be found immediately after this section (pp. 28 - 29).

Second, the three major interaction patterns (Home Visitor to parent, Home Visitor to child, and parent to child) will be singled out for more detailed analysis. During this later part of the section attention will focus on the relationship between dominant interactions, modes of interaction and content of the interaction.

"Who is interacting with whom?" The more notable findings regarding "major interactions" include the following: (See table IV-1, page 25.)

1) The major interaction of most activities originates with the Home Visitor (64% of the time versus 23% for parents and 13% for children).

2) The Home Visitor acts more frequently toward the child (72% of the activities) than toward the parent (50% of the activities). Home Visitor-child interaction is also the more dominant aspect of these activities (38% versus 22% for Home Visitor-parent interaction).

3) The parent acts more frequently toward the child (61% of activities) than toward the Home Visitor (42%).

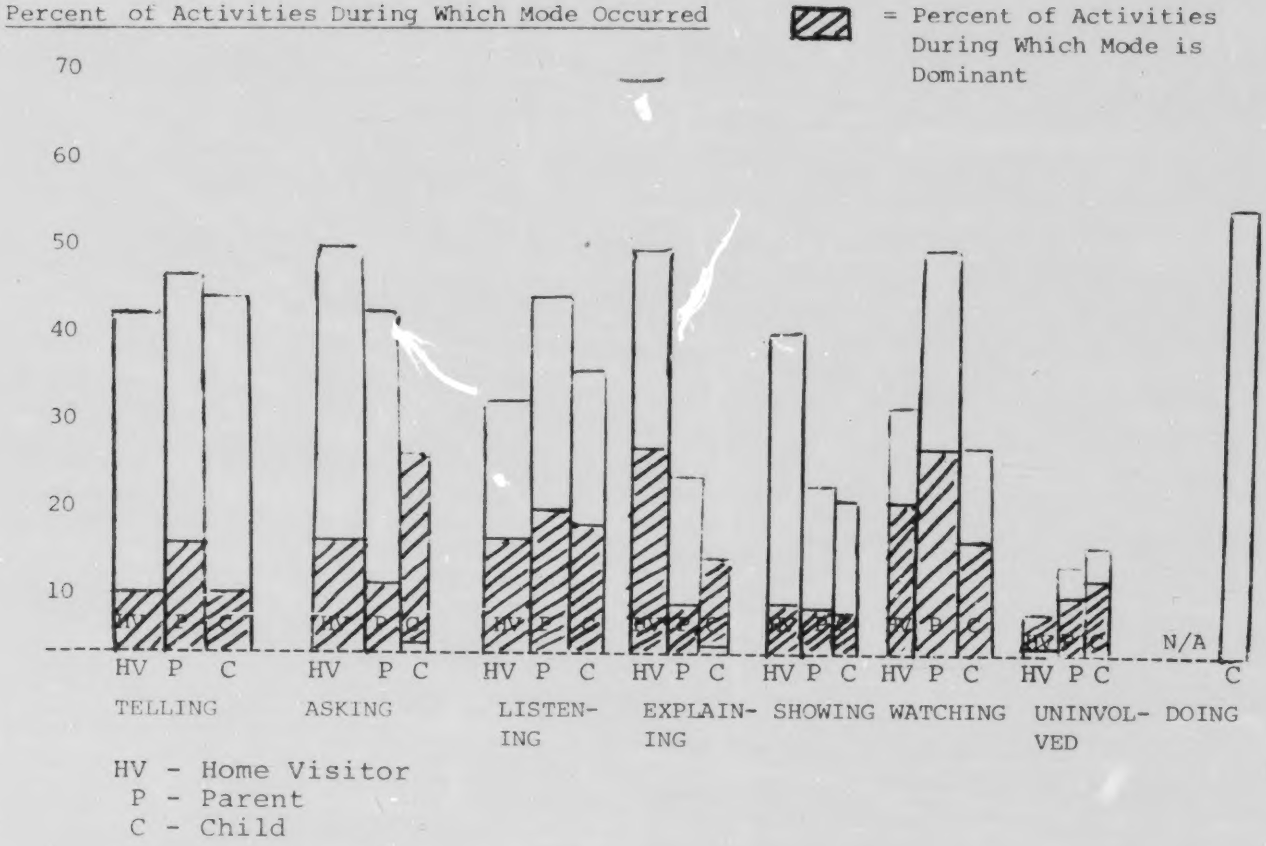
4) The child acts toward the Home Visitor more than toward the parent (50% versus 33%).

5) Home visits are almost always three-way interactions. (Only 11% of the activities had a major interaction in which one party acted primarily upon a combination of the two other parties.)

"What are the modes of interaction of the various actors?" The observation data on "major modes of interaction" is displayed below. The findings indicate that Home Visitors, parents, and children have their own distinct ways of interacting with one another.

TABLE IV-1

FREQUENCY OF MAJOR MODES OF INTERACTION AS OBSERVED DURING SPRING '73 SITE VISITS



The above display highlights the following findings:

1) The Home Visitor plays a very pro-active role -- telling, asking, explaining, showing (58%) of major modes, rather than reactive -- watching or listening (27% of major modes).

2) The parent is more re-active (44% watching and listening) as opposed to telling, asking, explaining or showing (33%). She is occasionally uninvolved (12%).

3) The child is most frequently a doer (51% of major modes). When verbally involved, these activities will more frequently be of the declaratory variety -- telling, listening (22%) than of the more complex variety -- asking, explaining (.01%). He/she is occasionally uninvolved (13%).

4) As for the complexity of verbal conversation alone, the Home Visitor is usually complex (42% asking and explaining as opposed to listening and telling). The parent's verbal interaction is a reversal of the Home Visitor. The parent's major verbal mode is more frequently telling and listening (33%) rather than asking or explaining (15%).

"What is the content of the interactions?" The observation checklist for each activity contained a list called "content of activity." The summary page for each home visit asked the observer to check the learning opportunities given parents. The list used for this summary sheet was taken verbatim from the Home Start Guidelines description of learning opportunities to be afforded to the Home Start parent. A third means of monitoring the content of activities was found to be helpful. This third list was developed after a number of the observation checklists were studied. Its purpose was to tabulate the wide variety of "Descriptions of Activity" recorded by the observer on the bottom of each observation sheet. The summary data from each of these content lists are presented below.

A study of three content tables (see pp. 33 to 35) leads to the following conclusions:

1) Child education via direct instructions or educational play in the dominant content of two out of every three activities.

2) While parent education related to child education may occur in 39% of the activities, it is usually a secondary theme which is dominant in only 7% of the activities.

3) As for the Home Start Guidelines, the emphasis is again educational or informational stressing teaching the child, using the tools of the environment for learning, encouraging language development, and providing information about health and nutrition. "Total Development", needs (either in terms of the child's social and emotional development or in terms of using community resources) appear to be a secondary concern.

4) Child-related activities center on concept development, language, learning about the environment, and fine motor skills (pasting, coloring, cutting) rather than on physical matters such as gross motor skills, health, or nutrition.

Thus, the content tables indicate that the dominant content of home visit activities is direct education of the child.

"What is the style or tone of interactions?" Table IV-9 displays the ratings which the observers gave to the style or tone of the various actors (see page 36). When the "UNSTRUCTURED/STRUCTURED" and "NON-DIRECTIVE/DIRECTIVE" pairs have removed from consideration the behavior of Home Visitor, parent and child can usually be described as *positive, causal, calm, easy, confident, alert, cooperative, relaxed, accepting, and helpful*. While all participants project a positive tone (according to the observers) it is the Home Visitor who appears to be most "at home" during the visit. For example, the Home Visitor is observed to be confident (91%), alert (93%), and relaxed (95%) on almost all occasions. The parent and child, however, appear to be confident, alert and relaxed only 55-79% of the time.

While the "UNSTRUCTURED/STRUCTURED" and "NON-DIRECTIVE/DIRECTIVE" pairs do *not* indicate that the Home Visitor "controls" the interaction in an obvious manner, the above data on style or tone (along with the previous interaction data) raise the question of whether the Home Visitor is not in fact establishing an atmosphere which is not *somewhat* more conducive to her own psychological needs than to those of the parent or child.

> NOTE: Areas of Strength and Areas of Concern will be identified and discussed following the next section which analyzes the relationship between major interactions, modes of interaction, and content of interactions.

Analysis of Interrelationship among Dominant Interactions, Modes of Interaction, and Content of Interaction. The preceding section presented descriptive data on the various interactions, modes of interaction and content of interactions which occurred during the observed home visits. By identifying the most frequently occurring elements of each table, it was possible to develop an overall description of the role of each actor, the modes of interactions he/she most frequently used, and the degree to which a limited number of content areas appeared to be the dominant home visit themes.

The previous information generates further questions (e.g., "How did the content of Home Visitor-parent interaction differ from the content of Home Visitor-child interaction?", "How was the mode of interaction affected by the content of the interaction?" or "Did the interactors change their modes of interaction when they turned their attention from one party to another?"). Only the rows and columns with a relatively high proportion of the available cases will be further inspected and summarized in the following discussions. (For example, the Home Visitor to parent, Home Visitor to child, and parent to child interactions account for 75% of the interaction cases. To show how the other interaction cases (11 or less for any other interaction) are spread across eight modal categories, or 18-23 content categories, would not produce meaningful information. (Some categories will be comvined where appropriate.)

TABLE IV-2

- When the Dominant Interaction is HOME VISITOR TO PARENT

(22% of All Activities)

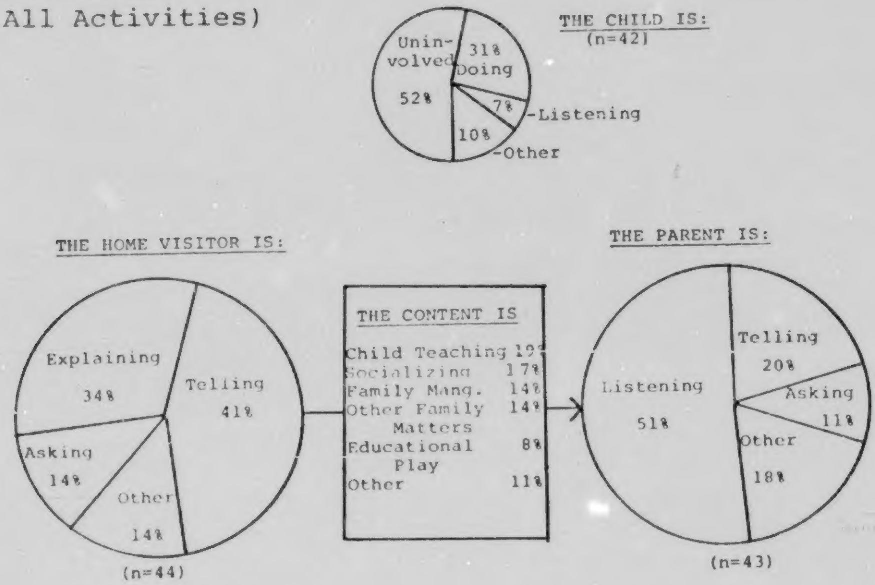


TABLE IV-3

- When the Dominant Interaction is HOME VISITOR TO CHILD

(38% of All Activities)

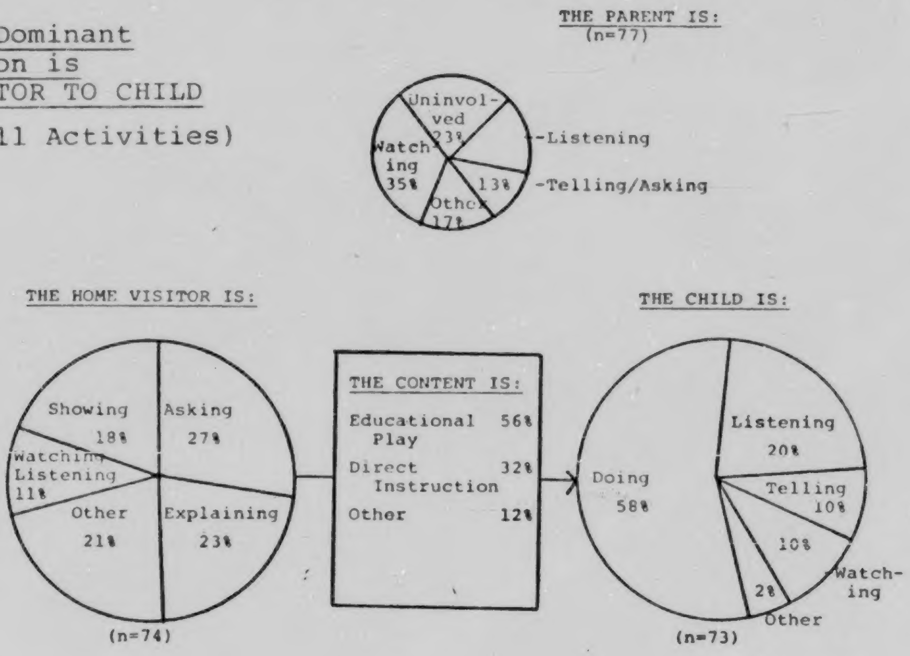
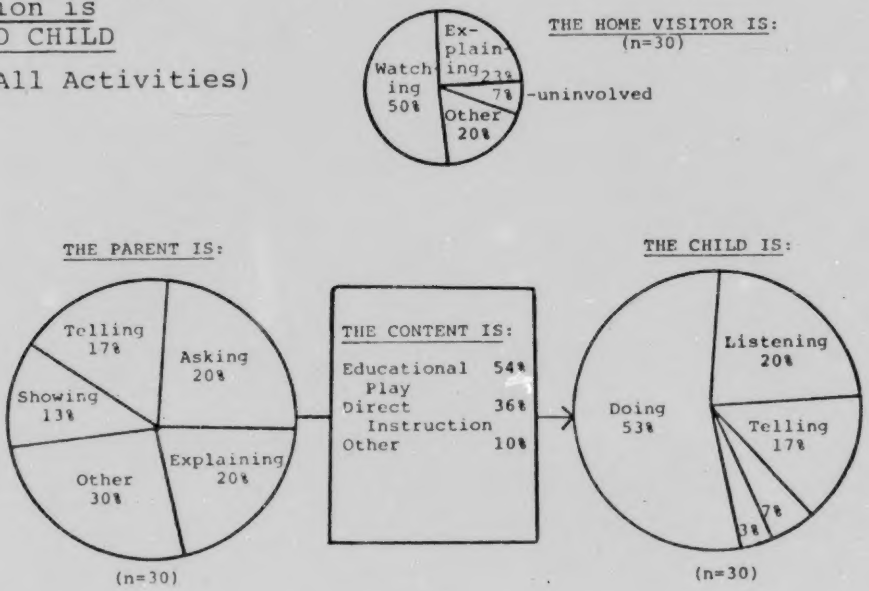


TABLE IV-4

- When the Dominant Interaction is PARENT TO CHILD

(15% of All Activities)



The preceding display reinforces the earlier findings regarding home visits, i.e., the Home Visitor interacts more frequently with the child than with the parent, and the dominant content of home interaction is educational. The displays have a unique value when used to address the following questions:

> PRESUMING THAT THE HOME VISITOR IS MOST FREQUENTLY INVOLVED IN DIRECT EDUCATION OF THE CHILD, IS THE PARENT PARTICIPATING IN THIS INTERACTION IN SUCH A WAY AS TO DEVELOP HER OWN TEACHING SKILLS?

The data indicate the following:

1) When the Home Visitor is educating the child, parent involvement is often limited to watching (35%) or listening (12%). In nearly one-fourth of these activities she is uninvolved.

2) When parent to child interaction dominates an activity, the activity is usually educational and the parent is involved in explaining, telling, asking, showing. (The Home Visitor is watching and explaining.)

Point two indicates that the parent may be repeating or "practicing" the teaching skills which she sees the Home Visitor performing with her child. This tends to support a presumption of parent skill development. Point one, on the other hand, indicates that the parent may not be sufficiently involved in Home Visitor-child educational activities so as to conceptualize for herself the skills which are being demonstrated. For example, if the parent were more frequently asking questions of the Home Visitor, and if she were less frequently uninvolved, one could assume a greater effort on her part to conceptualize for herself the skills which she was observing.

The concern over the depth of the parent's involvement in child education is supported by an examination of Home Visitor to parent interaction. Here again, the parent's interaction is usually re-active, and in only one-fourth of the activities is child teaching or educational play the dominant content. Following the home visit the parent was briefly interviewed by the observer. One question was: "What one thing has the Home Visitor done with you that has made the most difference to you personally?" While the most frequent response involved improved parent teaching skills, this category covered only 26% of the total responses. This rather low percentage again raises the question as to whether parent teaching skills are sufficiently taught (by the Home Visitor) and practiced (by the parent) so as to support the significant improvement of parent teaching skills.

In conclusion, the Home Visitor Interviews and the Home Visit Observation Data help to identify the following areas of strength and areas of concern:

Areas of Strength

- The actual Home Visitor is usually quite similar to the ideal Home Visitor projected by local project management. In fact, actual Home Visitors appear to have had more experience in working with adults than is required of them by the projection of an ideal Home Visitor.
- Home Visits are made frequently (once per week) and are long enough (more than one hour) to involve both parent and child in a wide variety of activities.
- Home Start children definitely receive abundant attention during home visits. Such involvement is usually action-oriented and encourages the child to develop various fine motor, basic concept, and language skills.
- The parent definitely has the frequent opportunity to observe the Home Visitor and her child in direct instruction and educational play.
- The Home Visitor appears eager to discuss a variety of matters with the parent allowing time for socializing and the handling of a number of personal and family management questions.
- Finally, the style or tone of communication is almost always positive (on the part of the Home Visitor) and positive or neutral (on the part of the parent and child).

Areas of Concern

- While local administrators verbally support the objective that Home Visitor-parent interaction should be the dominant theme of home visits, they do not usually reflect this objective in their hiring and staff development practices.
- The observation data show that Home Visitor-child, rather than Home Visitor-parent, is in fact the dominant theme of most home visits.
- The observation data further show that the parent may not be sufficiently involved in Home Visitor-child educational activities to enable her to conceptualize (for herself) the teaching skills being performed. In addition, the parent's involvement in Home Visitor-parent interaction is usually limited to listening and telling and may not be intensive enough to allow for the learning of actual teaching skills.
- While the use of community services is given some attention, such activities appear too limited to support the objective of helping the parent to become a self-sufficient utilizer of these resources.

TABLE IV-5

FREQUENCY OF MAJOR HOME VISIT INTERACTIONS OBSERVED DURING SPRING '73 SITE VISITS

MAJOR INTERACTIONS Actor	 Acted Upon	Percent of Activities During Which Interaction is Dominant			Percent of Activi ties During Which Interaction Occur
HOME VISITOR	Parent	22%			47%
	Child	38%			72%
	Parent & Child	4%	64%		12%
PARENT	Home Visitor	6%			42%
	Child	15%			61%
	Home Visitor & Child	2%	23%		14%
CHILD	Home Visitor	7%			50%
	Parent	1%			33%
	Home Visitor & Parent	5%	13%		16%
				100%	

*This column is not based upon a mutually exclusive coding system but is instead a representation of the total number of activities during which the mode occurred. Thus, more than one mode may be tallied within the same activity, and percentages will total more than 100%.

TABLE IV-6

CONTENT OF EACH ACTIVITY IN TERMS OF OBSERVATION CHECKLIST

Content of Activity	Percent of Activities During Which Content Occurred	Percent of Activities During Which this Content was Dominant
Socializing	27%	8%
Discussing Current Problems	11%	0%
Referrals		
Education	1%	0%
Health	3%	0%
Nutrition	2%	4%
Psych/Social	1%	0%
Group Meeting Planning	1%	0%
Field Trip Planning	2%	2%
Parent Education		
Family management	6%	3%
Child management	4%	0%
Child teaching	39%	7%
Other family matters	7%	3%
Child Education		
Direct instructions	29%	23%
Educational play	52%	43%
Other	6%	5%

TABLE IV-7

CONTENT OF THE ENTIRE HOME VISIT IN TERMS OF PARENT LEARNING OPPORTUNITIES LISTED IN THE "HOME START GUIDELINES"

Parental Learning Opportunity	Percent Provided During Entire Home Visit
-Teaching the child	95%
-Total development of the child	18%
-Various approaches to child-rearing	18%
-Ways of using elements to the child's typical environment as teaching tools	53%
-Ways to turn everyday experiences into constructive learning experiences for the child	30%
-Ways of encouraging children's language development	47%
-Ways to enhance children's social and emotional development	21%
-Various possible effects of the interaction between parents, children and other family members	19%
-Specific information about health and nutrition	39%
-Various resources in the community and how to use them	32%

TABLE IV-8

CONTENT OF EACH ACTIVITY IN TERMS OF DESCRIPTION OF ACTIVITIES WRITTEN BY OBSERVERS

DESCRIPTION OF ACTIVITY	PERCENT OF OCCURANCE
CONTENTS OF CHILD	
FINE MOTOR: Pasting, coloring, cutting, painting, building blocks, etc.	17%
GROSS MOTOR: Jumping rope, walking in straight line, hopping, physical exercise, etc.	3%
BASIC CONCEPTS: Counting, color identification, shape identification, propositions matching, comparisons, learning alphabet, etc.	23%
LANGUAGE: Story telling and discussing pictures.	10%
MUSICAL ACTIVITY: Sing song, rhythm, etc.	4%
SELF-IMAGE: Self-identification; talking about parts of the body; emotions, etc.	4%
LEARNING ABOUT ENVIRONMENT: Talking about community and environment.	11%
HEALTH FOR CHILD w/CHILD: Dental and medical.	1%
NUTRITION w/CHILD: Discussions with child about what he ate and his interest in food.	2%
	TOTAL = 75%
PARENT RELATED ACTIVITIES	
HEALTH	5%
NUTRITION	4%
PSYCHOLOGICAL/SOCIAL	
Employment	1%
Legal Services	1%
Other Community Agencies (Welfare, etc.)	2%
Interpersonal Problems	1%
EDUCATION FOR PARENT	1%
EDUCATION FOR FOCAL CHILD	9%
EDUCATION FOR SIBLING: (discussion about school, etc.)	1%
	TOTAL = 25%

TABLE IV-9

IMPRESSION OF COMMUNICATION STYLE*
(As Rated by the Home Visit Observer)

	Home Visitor	Parent	Child
Positive/ Negative	96% 0%	84% 0%	77% 2%
Casual/ Formal	84% 2%	84% 9%	85% 4%
Calm/ Excited	90% 0%	82% 2%	65% 18%
Unstructured/ Structured	36% 38%	59% 26%	58% 14%
Easy/ Difficult	96% 0%	82% 2%	77% 9%
Confident/ Nervous	91% 2%	55% 12%	58% 12%
Non-Directive/ Directive	48% 32%	52% 39%	55% 20%
Alert/ Tired	93% 4%	71% 7%	79% 4%
Cooperative/ Competitive	98%	91%	81%
Relaxed/ Guarded	95% 2%	61% 14%	65% 14%
Accepting/ Rejecting	96% 0%	89% 0%	86% 2%
Helpful/ Unhelpful	100% 0%	84% 0%	84% 0%

*Neutral Ratings have not been included in this table

III.D.2

TABLE IV-10

HOME VISITOR/FAMILY INTERACTION OBSERVATION GUIDE

Program ____________________

Family ____________________

AAI Observer ____________________

Home Visitor ____________________

Activity # 1 2 3 4 5 6 7 8 9 Time Begun ____________________ Visit # 1 2 3 4

	HOME VISITOR	FOCAL PARENT	FOCAL CHILD	
MAJOR INTER-ACTION	___ HV → P ___ HV → C ___ HV → P & C	___ P → HV ___ P → C ___ P → HV & C	___ C → HV ___ C → P ___ C → HV & P	CIRCLE ONLY ONE CHECK
MAJOR MODE OF INTERACTION	___ Telling ___ Asking ___ Listening ___ Explaining ___ Showing ___ Watching ___ Uninvolved ___ Other: ____________ ____________	___ Telling ___ Asking ___ Listening ___ Explaining ___ Showing ___ Watching ___ Uninvolved ___ Other: ____________ ____________	___ Telling ___ Asking ___ Listening ___ Explaining ___ Showing ___ Watching ___ Uninvolved ___ Doing: ____________ ___ Other: ____________	CIRCLE ONE CHECK FOR EACH PERSON

CONTENT OF ACTIVITY	__P __C Socializing __P __C Discussing current problems Referrals __P __C - Education __P __C - Health __P __C - Nutrition __P __C - Psych/Soc. __P __C Group Meeting Planning __P __C Field Trip Planning __ Other: ____________________	Parent Education __ Family Management __ Child Management __ Child Teaching __ Other Family Matters Child Education __ Direct Instruction __ Educational Play	CIRCLE APPROPRIATE CHECKS

Description of Activity: ____

____

____

____

Location: ____________________

MATERIALS USED: _____ None _____ Provided by Home Visitor _____ In Home

Describe: ____

____

Time Ended ____________________

V

COST ANALYSIS OF GRANT EXPENDITURES AND LEVERED RESOURCES WITH ADDENDA ON REFERRALS

Introduction

One of the most important objectives of Home Start is the capturing of a sufficient amount of community services in order to meet a significant portion of the service needs of Home Start families.* One of the most appropriate ways to measure this objective is to approximate the dollar value of the services which local projects have been able to capture. This section calculates the dollar value of such projected on a per unit basis, describes the most frequent types of services captured and briefly examines the adequacy of the referral method as the basic means of capturing such services. Finally, areas of strength and concern are identified.

The cost data in this chapter and the Appendix present a picture of how Home Start projects plan to allocate their resources to both OCD federal dollars and levered resources. Presented here are:

- A breakdown of projected expenditures (federal OCD grant) by budget line item;
- Type and magnitude of anticipated levered resources;
- Breakdown of projected program expenses (levered resources plus OCD federal grant dollars) by functional category; and
- Regionalized salary variations

Ranges are given over all 15 projects with regard to the above data. Examining these ranges, while taking into account project-specific characteristics (urban, rural, regional salary variations, etc.,) leads to explanations of why programs differ in their projected expenditure patterns. Comparing average functional category costs with guidelines established for programs comparable to Home Start provides answers to such questions as: Do Home Start projects plan to spend too much or too little on overhead or administrative costs? Are occupancy costs too high?

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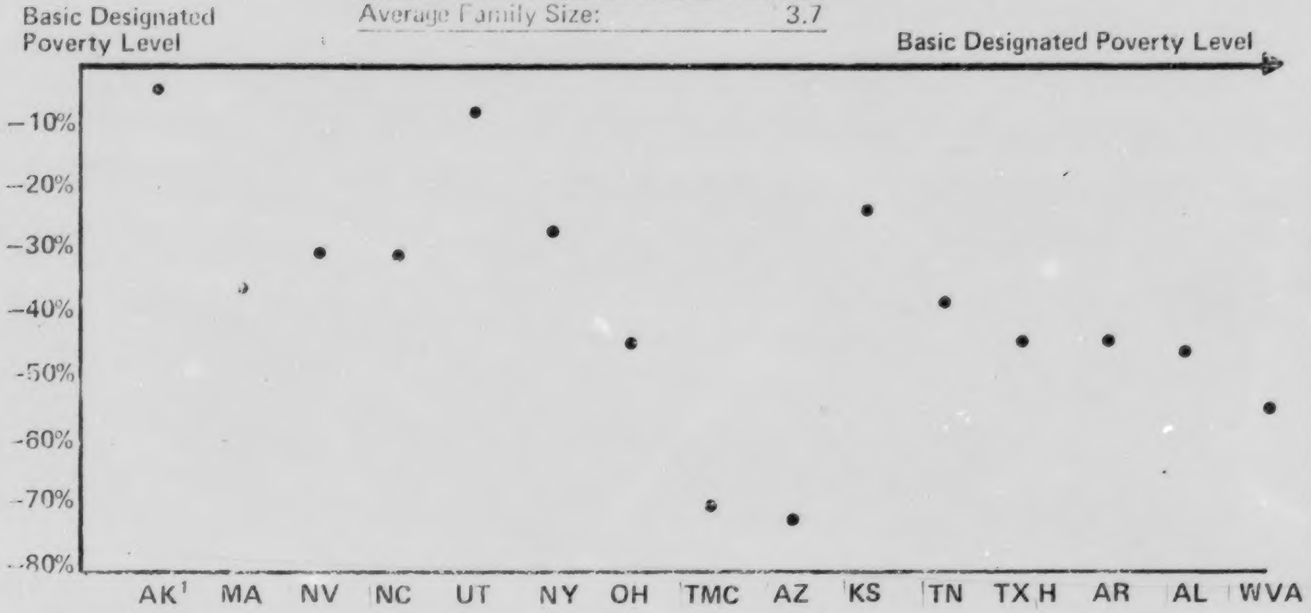
*The display on the following page compares Home Start family income to poverty thresholds to give one illustration of the level of need experienced by program families.

TABLE V-1

% DEFICIENCY OF AVERAGE FAMILY INCOME FROM POVERTY LEVEL

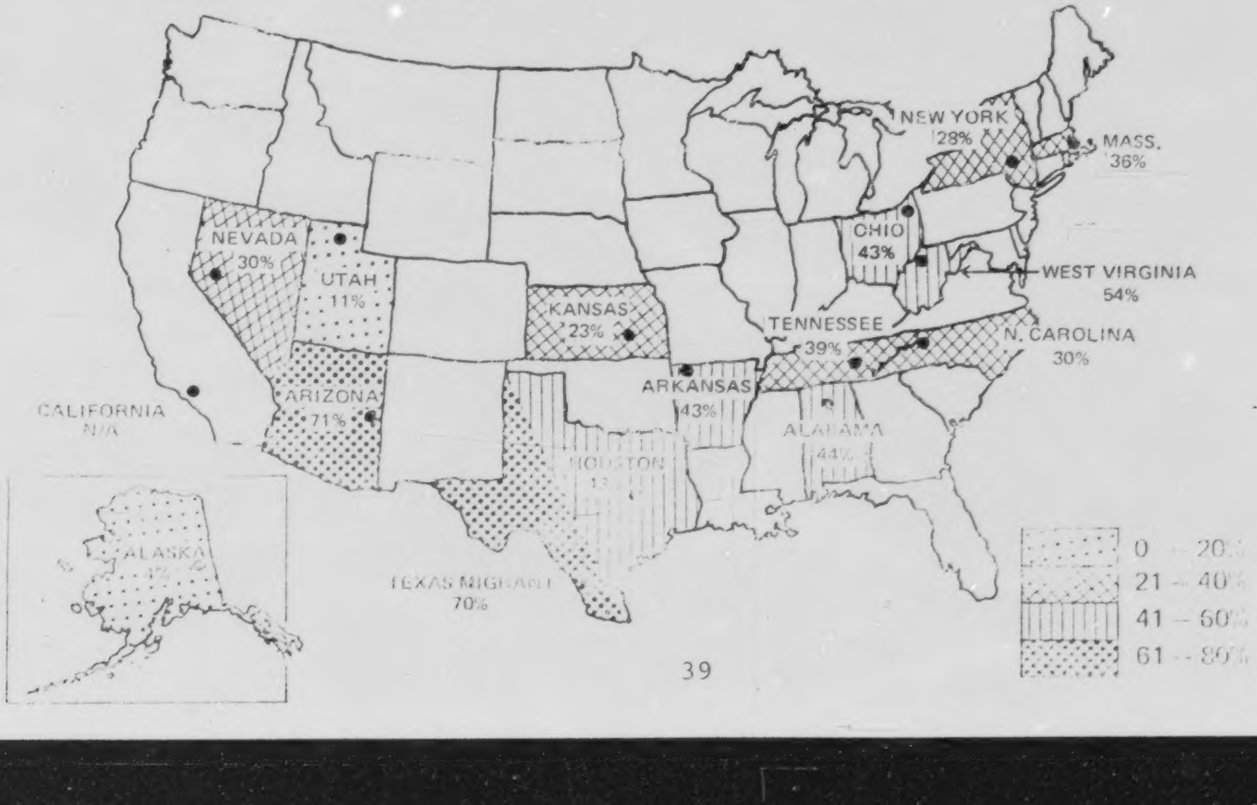
Average Income Deficiency:	38%
Average Family Income:	$3337
Average Family Size:	3.7



[1] Regionally adjusted.

PERCENT OF INCOME DEFICIENCY FROM POVERTY LEVEL BY SITE

SPRING 1973


NEW YORK
28%
MASS.
36%
NEVADA
30%
UTAH
11%
OHIO
43%
WEST VIRGINIA
54%
KANSAS
23%
TENNESSEE
39%
N. CAROLINA
30%
ARKANSAS
43%
CALIFORNIA
N/A
ARIZONA
71%
ALABAMA
44%
HOUSTON
43
ALASKA
4%
TEXAS MIGRANT
70%
0 – 20
21 – 40
41 – 60
61 – 80

The summary cost data presented in this chapter are based on projected federal grant expenditures and projected levered resources of 15 Home Start projects for the year March 1,1973-March 1,1974. Of the 16 pilot Home Start projects, the project in San Diego, California was not included in the summary data as it was not yet fully operational. Information on the other 15 sites was obtained during field visits conducted in the Spring of 1973. The statistics which describe project expenditure and total project expenses are therefore projections, or estimates based on past experience, of how the Home Start projects are allocating their funds during the program year 1973-74 and what amounts and types of contributed resources they will capture during that period.

Field staff visited the Home Start projects to gather information on two basic types of projected income - money budgeted as the federal share of the Office of Child Development Home Start grant and other resources captured by the projects using the OCD grant. These other resources are designated in the tables and in the following discussion as "levered resources" and include a broad range of goods and services contributed to the Home Start program and Home Start families. An integral part of the services which the Home Start program provides to participating families is helping them secure already existing services from other sources. Many of these services are not part of the costs of running the Home Start program _per se_, but they do reflect ways in which Home Start has helped participating families. Although Home Start families are eligible for many of these services outside of the Home Start program, the Home Start program can make a substantial contribution to improving their economic conditions by helping Home Start families to use a _wide variety_ of such services.

Levered resources include:

1. in-kind contribution in the narrow sense of non-cash, non-federal contributions which can be used by programs as matching funds for federal money;

2. salaries of shared staff and consultants paid for with federal money other than Home Start funds (such as Head Start, Equal Employment Act, Office of Economic Opportunity, Department of Labor);

3. services and goods from other agencies used directly by Home Start families through the assistance of the Home Start program (such as USDA surplus food, state social workers, public health clinics).

Thus, levered resources include more than the value of goods and services which contribute to the cost of running the Home Start program per se. It also includes the value of resources that the Home Start program was able to capture for the benefits of participants, whether or not such resources were used in the program or provided to participants outside of the program. Thus, the broader category used here is meant to answer the broader product or outcome question -- "what resources are the programs using?" However, at least 50% of levered resources contribute to actual program costs as opposed to levered resource, which families use outside of the Home Start program.

Projected levered resources were obtained from director interviews and, in most cases, were based on last year's experience in capturing levered resources. Project directors were asked to estimate the quality and value of levered resources that the project or project families would use. When possible, phone calls were made to the contributor of the levered resources to verify the director's estimates. Otherwise, OEO guidelines were used as a basis to valuate donated services.

The following charts and narrative present summary cost data on fifteen Home Start projects in terms of budget line item, functional categories, unit costs, levered resources and regionalized salaries. All summary percentages were computed by averaging the individual site percentages for each category. Thus, these summary averages will differ somewhat from the percentage computed by dividing the total national dollar expenditure per category by the total of all projected budgets. However, as there is minimal variance of across project grant size, the summary percentages approximate the percentage of total national dollars expended.

Appendix B contains the site-specific data on each of the fifteen projects from which this summary data was compiled.

Percentages of Projected Federal Home Start Grant Expenditures by Budget Line Item

The following table represents projected expenditure patterns for budgeted Home Start funds (federal share) as estimated by Home Start directors. During field visits, project directors were asked if they anticipated any changes in the expenditure patterns budgeted in the federal share of the Home Start grant application budget. In all cases, when changes were indicated they were minor. In addition, some programs indicated that there would probably be some, presently undetermined, changes in 1973-74 expenditures. Thus, although budgeted expenditures may differ somewhat from actual expenditures, present interview data from the sites indicate that such differences will be minor.

TABLE V-2

SUMMARY DATA FOR 15 HOME START PROJECTS GRANT EXPENDITURES BY BUDGET LINE ITEM

	Percentages of Projected Federal Home Start Grant Expenditures by Budget Line Item		
	Average	Median	Range
Salaries	66%	67%	57% - 79%
Fringe Benefits	8%	7%	5% - 11%
Contract/Consultant	8%	6%	2% - 18%
Travel	8%	8%	2% - 13%
Space and Utilities	2%	2%	0% - 7%
Supplies	4%	3%	2% - 9%
Equipment	1%	1%	0% - 4%
Other	2%	2%	0% - 6%
Total	100%		

By far the largest budgetary category is salaries. Salaries and fringe benefits account for 74% of the average Home Start budget. This is a reasonable percentage since the Home Start program deals mainly in services rather than goods. Guidelines established for day care services at day care centers, a similarly labor-intensive industry, set average percentage of budget spent on salaries and fringe at 76%.[1]

The range of salaries alone (not including fringe) varies from 79% - 57%. The project with the highest percentage of projected expenditures for salaries (Ohio) had one more Home Visitor than the program wide average. It also had three staff members, other than home visitors, budgeted for salaries well above the Home Start average for specialist. This fact appears to explain the high percentage. The project with the second highest percentage budgeted for salaries (Alaska) budgeted higher than average salaries for all staff, including Home Visitors. This is not surprising since, as a state, Alaska has the highest regional teachers' salaries and also the highest cost of living in the country. (See Adjusted Salaries, page 57.)

Contract and consultant services make up 8% of the average budget. The range for this item is large, 2% - 18%. The programs with the highest percentages budgeted for contract and consultant services had large amounts budgeted for medical and dental services.

The next largest budgetary item is travel. The range in percentage of expenditures budgeted for travel (2% - 18%) is roughly an urban-rural split with urban programs tending to spend less on travel and rural programs more. West Virginia (13.3%) and the Texas Migrant Council (12.7%) account for the highest travel percentages.

As for very low budgetary percentages, space and utilities account on the average for a very low 2% of the budget. This is partially because Home Start is a home based program but partially because the largest type of levered resources across the program is donated space.

Supplies also account for a low percentage of the budget - an average of 4%. This program with the highest percentage (Massachusetts) is spending close to $5,000 on supplies for a Parent Resource Center. Other programs with high percentages tend to spend more than average on educational supplies and food supplies.

The "Other" category in the case of most programs, includes expenditures for babysitting and other parent activity funds, insurance and contingency funds.

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[1] "A Study in Child Care," Abt Associates, 1971

Projected Levered Resources

TABLE V-3
AMOUNT OF PROJECTED LEVERED RESOURCES

Amount of Projected Levered Resources	Number of Projects
$0 - $10,000	3
$10,000 - $20,000	5
$20,000 - $30,000	2
$30,000 - $40,000	1
$40,000 - $50,000	2
$50,000 - $60,000	1
$60,000 - $70,000	-
$70,000 - $80,000	-
$80,000 - $90,000	1

Tabel V-3 illustrates projected resource leverage for the various sites. The following table shows the fifteen Home Start programs are presently projecting a total of approximately $420,000 in levered resources. $125,000 of this total represents contributions from other federal agencies such as the Office of Economic Opportunity, Head Start, Equal Employment Opportunity, Department of Agriculture, Department of Labor and donations from grantee agencies financed by federal funds. The rest, approximately $295,000, represents contributed services and goods paid for by state and local (city or county) governmental agencies or by private sources.

The average amount of projected levered resources per program is $28,061 or approximately 28% of the Home Start budget. Table V-3 shows the number of programs with projected levered resources within the indicated ranges.

West Virginia, whose projected federal levered resources are almost $40,000 and whose total projected levered resources are by far the highest receives an O.E.O grant which pays for the salaries of six home visitors, and some administrative costs. This allows for a higher enrollment in West Virginia. Taking this unusual circumstance into consideration and noting that the largest number of programs (5) have a projected levered resource total within the $10,000-$20,000 range, a better indicator of central tendancy for amount of levered inkind is probably the median - $19,670 per project or about 20% of the Home Start budget.

TABLE V-4

SUMMARY DATA FOR 15 HOME START PROJECTS DOLLAR VALUE OF LEVERED RESOURCES

	Dollar Value of Projected Program Resources Levered by OCD Budget: NATIONAL TOTALS			
	Federal	State-Local	Private	Total
Services	$105,486	$ 98,517	$ 67,539	$271,542
Goods	20,053	28,351	100,968	149,372
TOTAL	$125,539	$126,868	$168,507	$420,914

	Dollar Value of Projected Program Resources Levered by OCD Budget: PROJECT AVERAGES			
	Federal	State-Local	Private	Total
Services	$ 7,032	$ 6,568	$ 4,503	$ 18,103
Goods	1,337	1,890	6,731	9,958
Total	$ 8,369	$ 8,458	$ 11,234	$ 28,061

The program with the lowest projected levered resources (Tennessee-$3660) indicated several sources of levered resources but in most cases was unable to give any indication of expected quantity or value of the contribution. It was impossible to impute a dollar value to possible donated services. The program with the next lowest projected levered resources (Texas Migrant Council $6810) projects substantial levered resources only in health.

The total dollar value of levered resources by functional category is represented in the bar graph on page 47. Levered resources which contribute to Occupancy costs (mainly donated space) make up the largest part of total levered resources, 23%. The second largest category is health, which is 18% of the total. Direct Service levered resources account for 58% of the total.

The chart on page 48 gives the number of programs which expect to capture certain types of levered resources. Medical check-ups, shots, immunizations and test are the most frequent types of captured Health services. These services are provided by private doctors as well as public health clinics, while dental screenings and follow-up are provided almost exclusively by private dentists.

Nutritionists who contribute time to the Home Start program are generally from county or state extension offices. Some of these work directly with Home Start parents and are listed under Nutrition. Others work with staff and are included under Career Development.

TABLE V-5

TOTAL DOLLAR VALUE OF PROJECTED LEVERED RESOURCES BY FUNCTIONAL CATEGORY FOR 15 HOME START PROJECTS

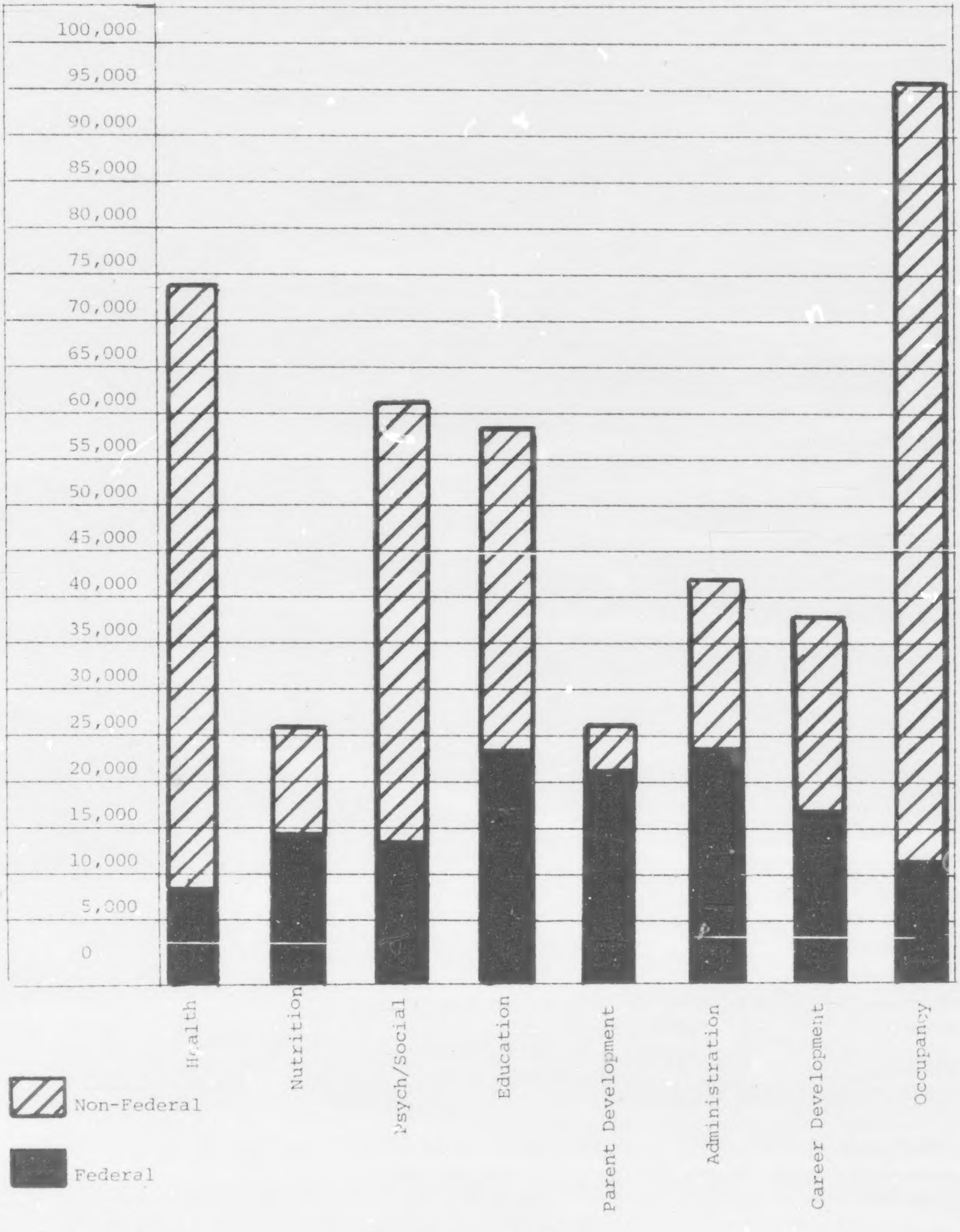

TABLE V-6

MOST FREQUENT TYPES OF LEVERED RESOURCES

Most Frequent types of levered resources	Number of Programs which Project Capturing the levered resource
HEALTH	
Medical check-ups, shots, tests	10
Dental screenings and follow-up	8
Speech and Hearing screenings	6
Vision screenings	5
Nurse	4
Family Planning	4
NUTRITION	
Nutritionists	8
Food	2
PSYCH/SOCIAL	
Psychologists for family Counseling & Testing	8
Used clothing	7
Social Workers	5
EDUCATION	
Volunteer Aides	9
Community Volunteers (Policemen, firemen, librarians)	4
Home Visitor Salaries[1] (West Virginia and Massachusetts)	2
PARENT DEVELOPMENT	
Classes for parents	8
Contributions to Parent Resource Center	2
ADMINISTRATION	
Bookeeping or Accounting Services	5
Salaries of shared administrative staff	5
Secretarial labor	3
Legal Services	3
CAREER DEVELOPMENT	
In-service consultants; psychologists, nutritionalists, early childhood education specialist	10
Staff training courses or workshops at local colleges	8
OCCUPANCY	
Donated Space	13
Furniture or Equipment	8

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[1] The value of these salaries were pro-rated across the categories according to staff time records. However the bulk of them were pro-rated for Education.

Functional Costs: Procedures

The following tables present summary data on functional cost analysis. The categories selected for a functional breakdown of program expenditures can be divided into two groups: direct services and indirect services (Overhead). Direct Services include Home Services (Health, Nutrition, Psychological/Social Services and Education) and Parent Development. Indirect services are Administration, Career (or Staff) Development and Occupancy.

Since on the average 74% of Home Start expenditures (OCD grant, federal share) are spent on salaries and fringe benefits, the most important element in a breakdown of expenditures by functional category is an estimate of how staff members spend their time. Staff time records were sent to Home Start program to be filled out by all Home Start staff on a weekly basis for at least a four week time period. The staff members were asked to record the amount of time spent in activities related to the functional categories. The categories were defined, roughly, as follows:

Home Services include time actually spent by staff members in the home, planning for home visits and traveling to and from the home. It also includes time spent making referrals or helping families obtain direct assistance from other agencies. Staff members were asked to indicate what part of each Home Visit was spent in Health, Nutritional, Psych/Social and Education services.

Parent Development includes staff member's time spent working directly with parents outside of home visits -- in parent group meetings, at parent resource centers or in special classes for parents.

Administration includes overall program and staff planning by the director and most secretarial and accounting labor, as well as time spent in local recordkeeping.

Career or Staff Development includes time spent in staff training whether on the job among staff members in the program, with in-service consultants or at special staff workshops.

Occupancy, which accounted for very little, if any of staff time, includes time spent maintaining the central Home Start office.

These staff records were collected during the field visit to the program. Averages were taken over the month to obtain an estimate of what percentage of his/her time each staff member spent in each category. These percentages were used to pro-rate the staff members' salaries and fringe benefits across the categories. Travel costs related to transportation of Home Visitors to and from the Home were divided, proportionately among the four "home Service" categories according to amount of staff time spent in the home in each category. The travel costs were added to home service categories since they are not themselves a direct service but are part of the costs of providing a direct service. As these travel costs were incurred for the purpose of providing Home Services, they were included in the costs of providing Home Services.

Other travel costs were added to either Administration or Career Development, as appropriate. Most supplies were educational and the cost of these supplies allocated to Education. Office supplies, telephone, printing, and xeroxing costs were allocated to Administration. Space costs and other utilities, and liability insurance were included under Occupancy.

Functional Costs: Summary Data

The following charts present 1) Average percentages of program expenditures by functional category 2) Average percentages of total program expenses by functional category and 3) Pie charts which compare 1) and 2) graphically.

Functional Costs: Findings

Administration expenditures averaged 24% of the federal budget. This is acceptable for a multi-service program such as Home Start. Guidelines for acceptable percent of administrative costs spent by day care programs range from 12.5% to 25%. Programs which provide services to parents as well as extensive health, psych/social and nutrition services can be expected to fall in the upper part of this range.

The range for administrative expenditures is 12% - 37%. Four programs spend over 25% in administration. The largest factor contributing to administrative costs in these cases is staff time on non-Home Visitors spent in administrative rather than Home Services.

The emphasis during Home Visits is on education - an average 23% of the total federal budget is spent providing direct educational services. Provisions for health (15%) and

TABLE V-7

SUMMARY DATA FOR 15 HOME START PROJECTS PROGRAM EXPENDITURES (FEDERAL HOME START GRANT) BY FUNCTIONAL CATEGORIES

	Percentage of Projected Expenditures (Federal Home Start Grant)		
	Average	Median	Range
Home Services (Subtotal 56%) Health	15%	15%	4% - 29%
Nutrition	7%	7%	0% - 14%
Psych/Social	11%	11%	5% - 16%
Education	23%	24%	36% - 15%
Parent Development	2%	1%	0% - 8%
Administration	24%	24%	12% - 37%
Career Development	16%	14%	7% - 32%
Occupancy	2%	1%	0% - 5%
Total	100%		

TABLE V-8

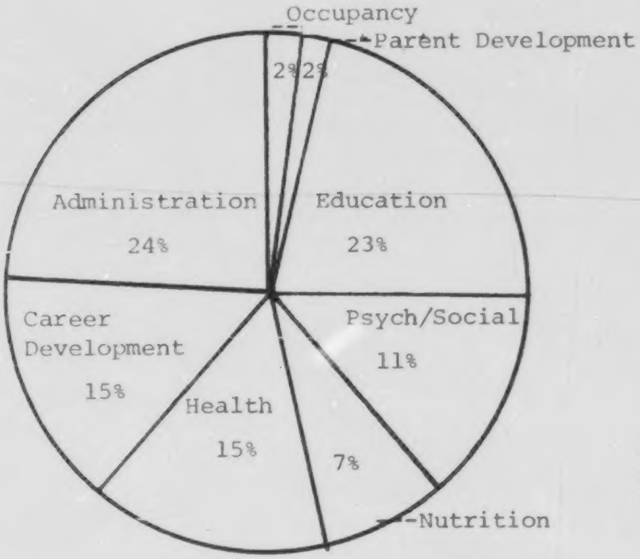
SUMMARY DATA FOR 15 HOME START PROJECTS PERCENTAGE OF TOTAL PROGRAM EXPENSES (GRANT EXPENDITURES PLUS LEVERED RESOURCES) BY FUNCTIONAL CATEGORY

	Percentage of Total Projected Expenses (Grant Expenditures plus Levered Resources)		
	Average	Median	Range
Home Services (Subtotal 56%)			
Health	16%	15%	3% - 30%
Nutrition	7%	7%	0% - 10%
Psych/Social	12%	12%	6% - 18%
Education	21%	20%	14% - 32%
Parent Development	3%	3%	0% - 8%
Administration	21%	20%	12% - 38%
Career Development	14%	13%	7% - 27%
Occupancy	6%	6%	1% - 15%
Total	100%		

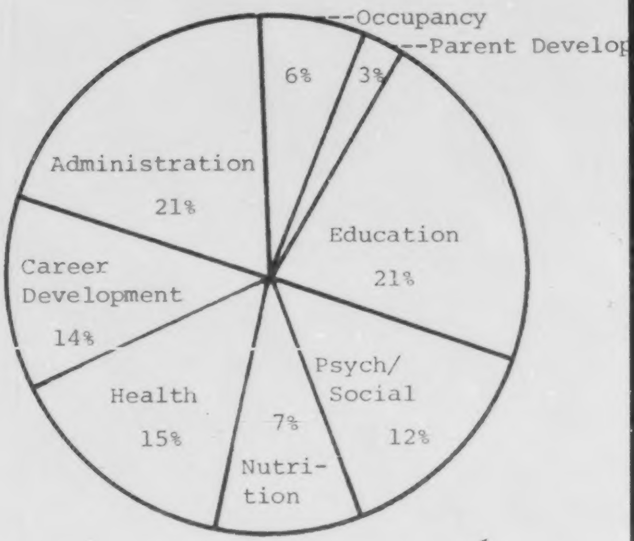
TABLE V-9

FUNCTIONAL COSTING--PERCENTAGES OF PROGRAM EXPENDITURES AND TOTAL PROGRAM EXPENSES

AVERAGE PERCENTAGES OF PROJECTED FEDERAL HOME START GRANT EXPENDITURES BY FUNCTIONAL CATEGORY



AVERAGE PERCENTAGES OF TOTAL PROJECTED EXPENSES BY FUNCTIONAL CATEGORY



Psych/Social (11%) services have the next largest percent of expenditures. The least amount of money is spent providing nutrition services (7%).

The two pie charts on page 53 compare the average percentages of projected expenditures (Federal Home Start grant alone) with average percentages of total projected expenses (projected Federal grant expenditure plus projected levered resources).

Generally, the two charts are very similar. The difference in percentages for the same functional category reflects the amount of levered resources for that category. The percentage spent on Occupancy is 2% for projected federal grant expenditures and 6% for total projected expenses. Occupancy accounts for the largest portion of levered resources across the fifteen projects.

The percentage for "Home Services" is the same in both cases (56%). "Health" comprises 16% of the total when levered resources are added (instead of 15%) while Education drops 2%. This again reflects the use of levered resources in Health rather than Education areas. When projected levered resources are added, the average percent spent on Administration changes from 24% to 21% and only three of the projects are above the acceptable 25% limit for percentages of administrative expenses.

Unit Costs

Unit costs for the summary data for 15 Home Start projects are based on enrollment at the end of February, 1973 as reported in the Home Start Information System. Unit costs for West Virginia based on Projected Federal Home Start Grant expenditures are substantially lower than any other project because of higher enrollment made possible by an O.E.O. grant which pays for six Home Visitor salaries and which is not included in the Federal Home Start Grant Expenditures.

The projects with the lowest per unit costs based on Total Projected Expenses were TMC and Tennessee. TMC's grant budget was lower than any other project's and Tennessee had the smallest amount of projected levered resources. The projects with the highest per unit costs based on total expenses were Alaska and Massachusetts which have the highest per unit levered resources.

On a program wide average each family receives $1418 of services per year from Home Start expenditures and approximately $380 of additional services and goods captured by the program in levered resources. As a review of the program costing shows, the $380 figure is quite representative of nine of the 15 projects; four have much higher and two have much lower per family levered resource unit costs.

TABLE V-10

SUMMARY DATA ON 15 HOME START PROJECTS UNIT COSTS

	Projected Federal Home Start Grant Expenditure		
	Average	Median	Range
Per Family	$1418	$1399	$838-$2070
Per Focal Child	$1207	$1075	$585-$1991
Per Focal Parent	$1191	$1179	$601-$1745
Per Target Child	$ 733	$ 728	$369-$ 966
Per Family Member	$ 269	$ 242	$147-$ 452

	Levered Resources		
	Average	Median	Range
Per Family	$381	$285	$46-$981
Per Focal Child	$321	$266	$37-$943
Per Focal Parent	$332	$285	$25-$825
Per Target Child	$194	$164	$24-$456
Per Family Member	$ 74	$ 56	$ 9-$214

	Total Projected Expenses (Grant Expenditures plus Levered Resources)		
	Average	Median	Range
Per Family	$1799	$1733	$1202-$3051
Per Focal Child	$1528	$1458	$1058-$2034
Per Focal Parent	$1523	$1498	$ 651-$2570
Per Target Child	$ 927	$ 932	$ 537-$1422
Per Family Member	$ 343	$ 295	$ 185-$ 666

Functional Costs per Family Unit

A functional cost breakdown has been presented for the typical program. A variety of unit costs have also been displayed. The following table uses the functional data to monetize the amount of functional effort directed at the typical Home Start family.

TABLE V-11

FUNCTIONAL COST ON A PER FAMILY BASIS

	Federal Home Start Grant Expenditures	Levered Resources	Total
Health	$213	$75	$288
Nutrition	99	27	126
Psych/Social	156	60	216
Education	326	52	378
Parent Development	28	26	54
Administration	340	38	378
Career Development	227	25	252
Occupancy	28	80	108
Totals	1418	380	1798

Regional Adjustment of Project Budget: Adjustment in terms of Regional Salary Variation

Regional differences in salaries and cost of living affects the buying power of Home Start dollars. Since salaries comprise by far the largest part of Home Start expenditures and since information on regional variation in teacher's salaries was readily available, salary adjustments were made to Home Start budgets to give an indication of the relative value of individual project's dollars. (See table V-12)

The "Adjustment Factors" were derived from information provided by the National Education Association in a chart of "Average Salary of Instructional Staff in Public Schools by State" for 1973. The range of adjustment factors for the fifteen programs is 1.37 to .70. If the average amount spent on salaries and fringe benefits - $74,428 - is adjusted by the limits of this range, a range of buying power for dollars spent of salaries and fringe of $101,966 - $52,100 is obtained.

After adjustments were made, the Home Start project in Alaska, which has the nation's highest cost of living, had the smallest adjusted budget ($79,136) and the project in Arkansas had the highest ($129,823). Relatively Alaska has the least amount of buying power for its dollars and Arkansas has the most. This difference is reflected in the staffing patterns of the tow programs. The projects in Arkansas and Alaska spend approximately the same amount on salaries. Arkansas has four more full time staff members than does Alaska while Alaska pays its staff members more to compensate for the higher regional cost of living.

This section has monetized the entire Home Start program. Particular attention has been paid to determining the dollar value of community services which have been secured for Home Start families. Descriptive information on the particular nature of these services has also been presented. The following addenda will describe and examine the basic mechanism which local project employ in securing these resources on an on-going basis, i.e. the Referral System.

TABLE V-12

ADJUSTMENT IN TERMS OF REGIONAL
SALARY VARIATIONS

	Projected Federal Home-Start Grant Expenditures	Salaries and Fringe Benefits	Adjustment Factor	Adjusted Salaries & Fringe Benefits	Adjus Total
Alabama	$103191	$71281	1.25	$89101	$1210
Alaska	103515	81263	.70	56884	791
Arizona	100037	47580	.97	72343	978
Arkansas	100000	80603	1.37	110426	1298
Kansas	104900	70940	1.19	84417	1298
Massachusetts	99480	67680	.96	64973	1183
Nevada	104800	81648	.93	75933	990
New York	103479	82264	.82	67456	886
North Carolina	100000	64602	1.11	71708	1071
Ohio	100000	87955	1.09	95871	1079
Tennessee	100000	67882	1.22	82816	1149
Texas-Houston	100000	82356	1.16	95533	1131
TMC	92309	53559	1.16	62128	908
Utah	100000	81378	1.18	96026	1146
West Virginia	100000	68425	1.24	84847	1164

ADDENDA ON REFERRALS: THE ROLE OF REFERRALS IN THE LEVERING AND UTILIZATION OF COMMUNITY RESOURCES

The Role of Referrals and the Utilization of Levered Resources

For the Home Start program an activity was considered a referral when a Home Start staff person made arrangements, or helped a family to make arrangements, to receive needed services not directly provided by the Home Start program. This may have included such things as locating an agency or individual, making an appointment and/or providing transportation. Referral Services provided by agencies or individuals may have been donated, paid for by another agency or paid in part or full by Home Start.

Referrals play an important role in the services delivered by Home Start to participating families. By directing families to other agencies or programs which provide basic services to low income families, Home Start programs can help the families improve their economic condition. Indeed, helping families to make use of a wide variety of services available to them outside the Home Start program is an important aspect of the services Home Start provides.

Information was reported on the number of referrals made and on the number of services actually received as a result of referrals for focal children, parents and other family members. Information was also provided on the types of organizations and individuals providing services. This information reflected the activities of 15 programs as one program was not operational at the end of program Year I. Many programs reported few, if any referrals during the first quarter because they were in the start-up process. However, by the second quarter most programs reported a substantial number of referrals. Thus, the data reflects referrals for quarters 2-4.

It should be noted that during this start up year recordkeeping and reporting procedures were being designed and revised. Program changes from quarter to quarter and differences between programs are, in part, due to errors and misunderstandings resulting from inexperience with and changes in recordkeeping and reporting procedures.

Quantity and Distribution of Referrals

For the last three quarters of the program year March 1, 1972 - March 1, 1973 the 15 Home Start projects made a total of 11,000 referrals, directing Focal children, parents and other family members to available services in the area of Health, Nutrition, Psych/Social Services and Education. Of these referrals 8701, or approximately 79% resulted in services received. The following chart gives a breakdown, by service area of the number of referrals made and the number resulting in services.

TABLE V-13

NUMBER OF REFERRALS BY SERVICE AREA

	Number of referrals made	Number of referrals resulting in service
Health	7408	5914
Nutrition	1076	862
Psych/Social	1605	1284
Education	911	641
Total	11,000	8701

In the discussion which follows, unless otherwise indicated, referrals will mean "referrals which resulted in service" rather than total referrals made, as only those referrals which resulted in service were of benefit to Home Start families.

The 8701 referrals resulting in service represent an average of 580 referrals per program during the second through fourth quarters of the program year, or an average of eight referrals per family.[1] The range over programs for referrals was 90-1349. For the average program the 580 referrals were divided among the service areas as follows: Health -394; Nutrition -58; Psych/Social 87; Education -41.

In general, referrals seem to play a more important role in the comprehensive services (Health, Nutrition, Psych/Social) than in the educational component of Home Start, 93% of all referrals focused on Health, Nutrition and Psychological/Social needs. The charts below illustrate the percentage of referrals by service and the recipients of referrals. It can be seen that the largest service is Health and the largest group of recipient is focal children.

TABLE V-14

PERCENTAGE OF REFERRALS BY SERVICE AREA

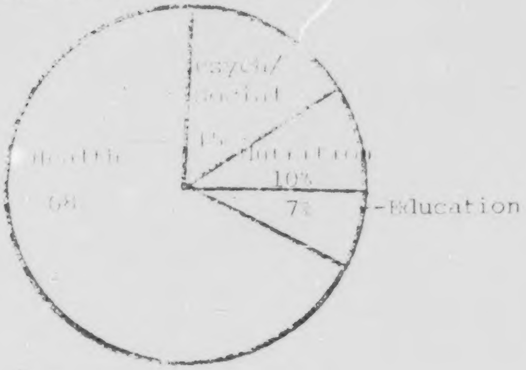
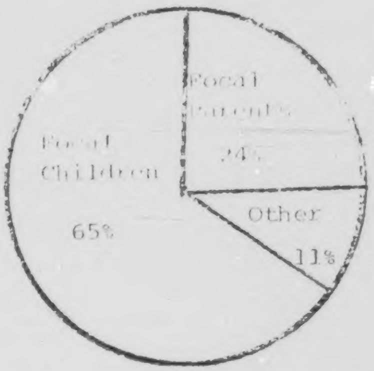


TABLE V-15

PERCENTAGE OF RECIPIENTS OF REFERRAL SERVICES



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[1] Based on average family enrollment as reported in the Home Start Information System.

The majority of health referrals involved physical check ups for children. Parents, however, did receive the majority of psychological/social and nutrition services, 67% and 68% respectively.

The types of agencies most frequently used for referrals were:

- Private doctors or dentists
- Public health departments
- Hospitals and clinics
- Community Action Agencies (including Head Start)
- Welfare Departments

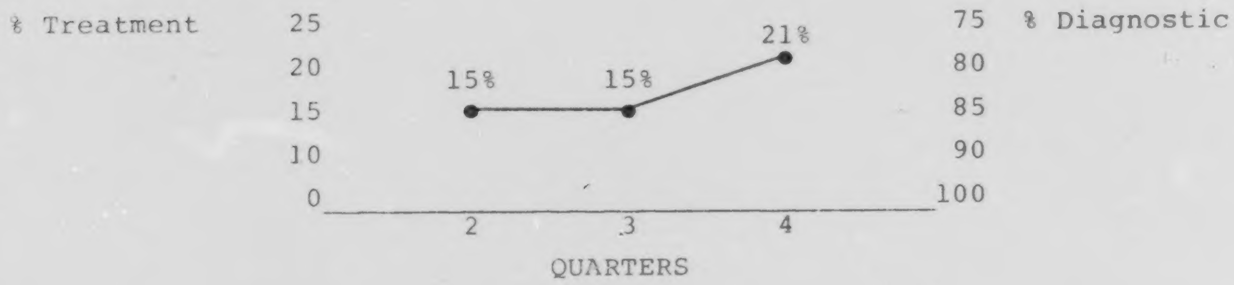
The following sections discusses the types of services secured through referrals.

Health

68% or 5914 of all referrals were in the service area of health The range among projects was 11% to 99%. 81% of the health services were for focal children and all programs reported a minimum of 50% of their health referrals for focal children. As might be expected in a new program, the majority of services involved general examination and immunizations. The information indicates that the amount of treatment referrals increased toward the end of the year as check ups were completed and more problems identified.

TABLE V-16

INCREASE IN PERCENT OF HEALTH SERVICES FOR TREATMENT



The agencies and individuals most frequently used by programs to deliver health services include the following.

- Private Doctors and Dentists
- Public Health Departments
- Hospitals and Clinics
- Speech and Hearing Centers
- Mental Health Centers
- Family Planning Services
- Agencies for Handicapped Children

Nutrition

Of the four comprehensive service areas, least emphasis has been placed on nutrition services. Only 10% or 862 of the referrals focused on nutrition. 68% of nutrition services were for parents and 27% for focal children. This did not vary more than 1% during the years. (As the parent is the one who controls the family diet, this emphasis on the parent is understandable.)

The most frequently used community resource was food stamps. Other resources mentioned by some programs includes:

- Department of Agriculture
- University nutrition and agricultural extension services
- Homemaker services - Nutrition aides
- Donated food

Psychological/Social

15% or 1284 services were reported for the psychological/social area. The range among programs was 7% to 39%. 67% psych/social referrals were for parents and 24% for focal children. The percent for focal children decreased during the year from 29% in the second quarter to 18% in the fourth quarter.

A wide range of organizations providing varied services were involved in the delivery of psychological and social services. Those most frequently mentioned by programs include:

- Community Action Agencies
- Welfare Departments
- Private Employers
- Public and Private Employment Training
- Housing Authorities
- Legal Aid
- Youth Groups (Scouts, Boys Clubs, YMCA, YWCA Community Youth Programs)
- Various church-sponsored social service agencies, Salvation Army.

Education

Referrals are not a major activity of the education component of the Home Start program. Only 7% (641) of the referrals to Home Start families involved education. This data supports the Home Start model which shows the educational components for focal children as primarily a direct service activity provided by the program staff. Two programs report making no educational referrals and all programs show less than 25% of their referrals involving education.

Parents and siblings received the majority of educational referral services -- 54% or 345 services. Focal children received 46% or 296 services. The percent of educational services received by parents increased during the year, however. It rose from 11% in quarter 2 to 48% in quarter 4, while focal children services decreased from 60% to 40% during the year. The general increase in parent services was true for 8 of the 13 programs reporting educational referrals. This data indicates a possible trend toward more parent involvement. It also points out that while education is a service provided directly by the Home Start program for focal children, the educational referrals were aimed mainly at providing services to parents and siblings of focal children. The community resources utilized in providing educational referrals services primarily included the following:

- Early childhood education programs (Head Start, nursery schools, and pre-kindergarten programs)
- Adult education programs (public high schools, community colleges, technical institutes)
- Boards of Education
- Libraries

Program Success in Completing Referrals

While 79% of the total referrals made were successful, that is, resulted in service delivery, the percent of total referrals resulting service varied among programs from 42% to 100%. The average percent of successful referrals and range over the program is presented below:

TABLE V-17

	% OF TOTAL REFERRALS RESULTING IN SERVICE	RANGE
Health	80%	33% - 100%
Nutrition	80%	40% - 100%
Psych/Social	80%	18% - 100%
Education	70%	*

The lower percentage of successful educational referrals may indicate less time spent in selecting and following up on educational referrals for focal children since referrals are not a primary means of providing educational services.

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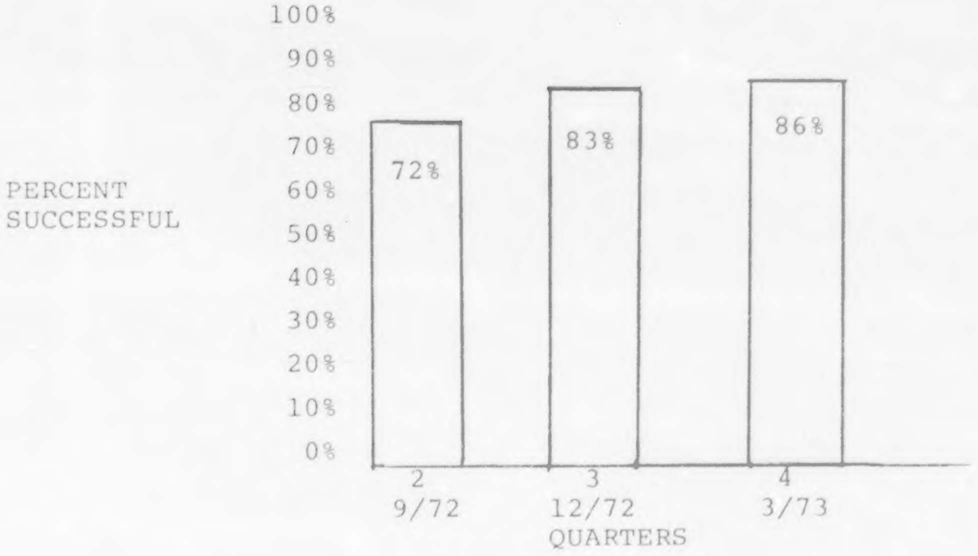
*Total for Education is too low for range to be significant.

The total number of services received through referrals were fairly evenly distributed during the last three quarters of the year: 31% of the total services received through referrals were delivered in quarter 2; 37% in quarter 3; and 31% in quarter 4. During this time, however, there was a steady increase in the percent of referrals that resulted in service. In other words, each quarter a greater percent of referrals were being successfully completed. This increase is true for both focal parents and children in the area of health, the majority of referrals, and for focal children in nutrition. The rate of success decreased over time for parents in nutrition and for both focal parents and children in the area of psychological/social services.

TABLE V-18

SUCCESSFUL COMPREHENSIVE SERVICES AS PERCENT OF
COMPREHENSIVE REFERRALS MADE



This steady increase in completion of referrals might be explained by a combination of activities resulting from on-going experiences during the first year: (1) Better working relations with community agencies; (2) Improved assessment of family needs; (3) More selectivity in making referrals; (4) Improved follow-up procedures; and (5) Improved reporting procedures. The increase in health and decrease in other services indicates an emphasis on having all families receive at least initial health treatment in the first year.

Areas of Strength:

- Most referrals are resulting in service.
- An area of immediate need -- health services -- is being emphasized and centers on the focal child.

Areas of Concern:

- The cost analysis shows that the typical program is having limited success in levering community services. The median "percent of levered resources versus grant budget" is only 20%. The analysis further shows that $170,000 of the $420,000 of total levered resources is in the in-direct service area (administration, career development, and occupancy), rather than in direct services to families.

  Interim Report II identified as a central concern that local projects had not identified a specific staff individual to be responsible for capturing community services. The above findings reinforce this concern. (Approximately one half of total project salaries go to staff other than Home Visitors. The conclusion of this report will address that question of whether this high percentage of non-Home Visitor salaries can be justified in projects where such support staff is unable to lever a higher amount of community resources than are presently being captured.)

- Although health services for focal children are being emphasized, present referral data indicate that 79% of this service is of a diagonstic or screening nature. Only 21% is presently for treatment.

VI

AIDES AND DETERRANTS TO THE MEETING OF FIRST YEAR LOCAL OBJECTIVES

Introduction

The preceding sections have identified areas of strength and areas of concern regarding effective program implementation. The concluding section will examine these areas and make recommendations for program improvement. However, before making such recommendations it is appropriate to briefly describe the program implementation difficulties which the directors themselves have identified. If directors identify the same problems as identified through systematic analysis, the recommendations for improvement will differ from those cases where directors do not identify similar problems.

For example, when problem perception is similar, recommendations to the national office may be largely in the technical assistance area. When problem perception differs, however, recommendations may center on policy clarification (or change) questions.

Two sources will be used to analyze first years aids and deterrants as perceived by local directors. First, data on the attainment of first year objectives (obtained through director interviewing), will be summarized. Second, each director was interviewed at the very beginning of the site visit regarding his perception of major project successes and problems. The summary of these perceptions will lead directly to the final section of recommendations for program improvement.

Review of Local Objectives

One of the tasks outlined in the Work Statement for the Home Start Evaluation Study is to assist projects in shaping local objectives and to periodically assess the degree to which these objectives have been met. During Spring '73 site visits, the site visitors reviewed with project administrators the past objectives for each project. In addition, the site visitors assisted administrators in identifying key implementation plans (or "objectives") for the next six months. The future plan format required a very limited number of planned events for each program area. However, the format did call for estimated completion dates for each event and an indication of the individual responsible for such implementation.

Reviewing local objectives can be used to meet a variety of evaluation needs. It may be used to assess the efficiency and effectiveness of actual program implementation, or to assist in identifying aids and deterrents to successful implementation. It also can be analyzed to develop across site descriptions of the various paths which local projects are now following in their efforts to conceptualize and implement effective programs.

This report has three reasons for not using the local objectives as the basis for assessing the adequacy of program implementation. First, the director interviews are helpful in gaining the administrator's perception of actual implementation, but are not the only source to be utilized in assessing actual program implementation.

Second, local objectives are not necessarily as comprehensive as the national treatment to be evaluated, nor do they contain success criteria which can be assumed to validly estimate efficiency criteria necessary for an effective program. Thus, even if director interviews provided adequate information on actual implementation of local objectives, there is still no guarantee that such data are sufficient for ascertaining whether a comprehensive and sufficient national treatment has been established.

Third, as of Fall 1972 approximately half of the local programs were still learning to write satisfactory objectives. Thus, an adequate basis for "review of objectives" did not exist for the programs during Spring '73 site visits.

On the other hand, when local objectives are used to describe the articulation of local program intentions (i.e., general paths of implementation,) then the above evaluative concerns regarding the adequacy of interview data and the comprehensiveness of local objectives are minimalized. Such an analysis of project intentions does not presume to make statements regarding the adequacy of actual program implement. However, when these objectives are used as the basis for administrative interviews they can furnish the evaluator with an abundance of quite specific information on how the director is attempting to shape and reshape his program.

NOTE: Review of objectives can be helpful in identifying some aids and deterrents to local implementation -- approach two. However, such information is again limited by the perception of the director and the relative comprehensiveness of the objectives articulated.

The following table displays the range of objectives articulated by local projects during the Fall of 1972 and Spring of 1973 and the degree to which these objectives have been met (as assessed by interviews with directors).

The following observations can be made:

1. With the possible exception of the slight movement of nutrition towards indirect service, no notable change in program emphasis is evident between Fall 1972 and Spring 1973.

2. Most health services are performed by outside agencies while education, nutrition, and psychological/social services are expected to be provided by Home Start staff.

3. While psychological/social services are parent oriented, and the education objectives are divided equally between parent and child, the health emphasis is definitely upon the child.

The earlier section on the"Ideal Home Visitor" used director and staff interviews to identify some areas of strength and areas of concern. A study of past and future objectives tends to reinforce these concerns. (The major concern identified in the "Ideal Home Visitor" section centers on the fact that directors may verbally encourage Home Visitor-parent interaction. However, in neither hiring nor training do they carry forward this parent emphasis.)

Educational objectives are equally divided between adults and children. As the Spring 1973 objectives were required to be event- or process-oriented rather than outcome-oriented, the project administrators could well have centered these objectives upon Home Visitor-parent interaction events. They did not do so; programs are not yet identifying implementation events which ambiguously focus attention of the parent as the prime educator of her/his own children.

Second, events planned for nutrition and psychological/social areas rely heavily upon direct services by the staff. While health services are usually direct services, most projects budget grant funds to buy these services (see the section on costing). This reinforces the earlier concern that administrators do not sufficiently emphasize the capturing of community services, except for some health services.

TABLE VI-1

ANALYSIS OF LOCAL OBJECTIVES BY COMPONENT
-- FALL 1972 AND SPRING 1973

	Person Served		Type of Service		Extent to Which Objective Complete			
	Parent Oriented	Child Oriented	Indirect	Direct	Completed	Partially Completed	On-Going	Dropp or Ot
Education								
Fall 1972	50%**	50%	25%	75%	40%	15%	40%	5%
Spring 1973	55%	45%	15%	85%	N/A →			
Health								
Fall 1972	25%	75%	75%	25%	75%	0%	25%	0%
Spring 1973	30%	70%	75%	25%	N/A →			
Nutrition								
Fall 1972	family oriented		0%	100%	67%	0%	33%	0%
Spring 1973			15%	85%	N/A →			
Psych/Social								
Fall 1972	75%	25%	33%	67%	33%	0%	67%	0%
Spring 1973	70%	30%	25%	75%	N/A →			

*Indirect includes services arranged for by Home Start staff but provided by outside services. "Direct" indicates services provided directly by Home Start staff.

**In the tabulation of Fall objectives, early rounding occurred. Differences in the 5-10% range should not be treated as notable.

Aids and Deterrants Identified by Local Directors

Each Spring 1973 visit began with an interview of the local director regarding major project successes and major problems. The following summarizes major perceptions common to a number of directors.

Program Aids

- Community Relations. Ten of the 16 directors noted good community relations in terms of recognition, attitudes and resources made available.
- Parental Support. Three-fourths of the projects reported success with parents, mostly in general terms of greater acceptance and more involvement.

- Health Activities. One-half of the directors identified this as a successful area. Four directors noted their satisfaction with the completion of various health exams.

- Administrative Performance. The majority of directors noted administrative accomplishments centered in the staff development area. They reported better recruitment of staff, the development of good training activities and improved performance of staff with families.

Program Deterrents

While directors did not consistently identify common problem areas, at least four of the 16 directors did identify each of the following as program deterrents.

- Recruiting and Maintaining Home Visitors. Directors noted that some Home Visitors needed more training and were insecure during their early performance.

- Transportation. Six programs mentioned difficulties in making home visits, in helping families with appointments, and in organizing group activities.

- Limited Support from Outside Sources. A difficulty in securing sufficient community resources was noted.

Directors were further interviewed regarding the "amount of support" and "impact of support" as received from: the national office, the regional office, the grantee agency, the local Head Start, the local community, their own staff and their families. The most notable responses(as collected on a closed-ended checklist) were as follows:

- At least 11 of the 16 directors reported an increase in support from the local Head Start, the local community, their staff and their families. The impact of staff and family support was rated "very positive" by 80 percent of the directors.

- Although negative comments were quite limited, four or five of the directors did indicate that further training support (from the regional and national office) was still needed. Four also noted a lack of sufficient support from their Community Action Program Grantee. They saw this as related to the unstable position of these agencies, or to the fact that the agencies operate under "too many constrains".)

In conclusion, the above indicates that the following recommendations for improvement can be made within the context of positive staff and family support, and of community support which may be positive in tone but which does not necessarily lead to the securing of large amounts of actual services. As for the question of emphasizing Home Visitor-parent interaction, the local programs do not appear to have structured their local objectives to emphasize interaction. Thus, they do not frequently identify the limited amount of Home Visitor-parent interaction (as observed during home visits) as a problem area.

VII

CONCLUSIONS AND RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

At the conclusion of each of the preceding sections, areas of strength and areas of concern have been identified. This concluding section will synthesize these findings and suggest various ways in which program implementation can be improved.

Although recommendation sections of evaluation studies may frequently emphasize problem areas, i.e., those areas calling for immediate improvement, this section will use a format which highlights areas of strength as well as areas of weakness. This format is used not only to provide apparent balance to the report itself, but also to develop a handful of conclusions which can be used in making policy decisions and in contact with local project staff. Although the areas of concern discussed below may be fairly serious in some cases, there are also sufficient areas of strength to warrant a conclusion section which calls for reinforcement of success as well as critical improvement in problem areas.

The Home Start program has two major treatments or direct service aspects. They are: Education of the parent and the child through home visitation; and utilization of community services secured by staff and delivered primarily through a referral system maintained by the Home Visitor. The overall shape and size of the projects -- the context in which the treatments occur -- are described in the demographics section. Thus, the following conclusions and recommendations will be formatted in corresponding fashion. Demographics, Home Visitors, and Costing and Levered Services.

DEMOGRAPHICS - HOME START FAMILIES AND STAFF

- Family Income (see page 39)

  Conclusion. The typical Home Start family has a family income approximately 40% below the poverty threshold. Thus, the need for a program to assist them in securing basic services is justified.

  Recommendation: This need level is so serious that local project staffs should include a professional staff person skilled in the "wholesale" capturing of community services. Having staff specialist skilled in particular areas of service, and Home Visitors practiced in referral techniques does not appear to be an adequate staffing arrangement for the securing of large amounts of community service. (See below, "Costing and Levered Resources.")

- Ethnic Match (see pages 4-5)

  Conclusion. The demographics section displays a high level of match between project staff and project families. The ethnic match in particular is a fulfillment of the staff objective stated in the *Home Start Guidelines*.

  Recommendation. Considerable effort and ingenuity is necessary in maintaining staff ethnically comparable with families (especially when staff salaries may be low.) Thus, the national office should continue to support such efforts through contact with individual projects, dissemination materials, and national conferences.

HOME VISITATION

- The Actual Home Visitor

  Conclusion. The actual Home Visitor is quite similar to the ideal Home Visitor projected by project administrators. Child education is the major emphasis in both cases. The limited educational requirements are consistent with the moderate salaries paid. It is notable that the Home Visitors report more previous experience with adults than is required by project asministrators.

  Recommendation. The local projects should build upon Home Visotors experience with adults to jointly shape training and supervision patterns which sharpen the skills of both directors, specialists and Home Visitors in making the Home Start parent a primary interactor during home visits.

- The Actual Home Visit

  Conclusion. The Home Visitor initiates most home visit activity and interacts more with the child than with the parent. Education is the content of most interaction. Community service utilization receives limited attention.

  The actual home visit has many strong points. Visitations are frequent (one per week) involve a variety of activities, give the child ample opportunity to do things, show teaching skills to parents, and provide both parent and child with stimulation in social interaction.

  There is evidence that the child is given considerable educational attention and can be expected to develop learning skills if the parent continues this educational attention throughout the week. However, the parent is not only a secondary participant but frequently has a limited involvement in the educational activities of Home Visitor and child. Thus, a real concern exists as to whether parents are themselves developing sufficient teaching skills.

Recommendation. An increase in adult oriented training and supervision was recommended above. This recommendation could be expanded in either a policy clarification or a technical assistance manner. Local directors are already giving strong verbal support to an adult oriented program, but saying little about adults when discussing hiring and training Home Visitors. Thus, hard technical assistance at the training (and supervision) level appears to be the point at which the national office should seek to reorient the home visit toward the adult as a primary interactor.

COSTING AND LEVERED SERVICES

- Salaries/Staffing/and Levered Services

Conclusion. The cost analysis indicates that only half of all Home Start salary funds go to Home Visitors. If "Non-Home Visitor" staff were successful in levering large amounts of community services for families, than this high percentage of support staff would appear consistent with Home Start policy objectives. However, as of now large amounts of community services are not being levered by the typical program. The "Home Start Model" in the introduction of this report illustrates the programmatic emphasis which the Guidelines place on the levering of services.

Recommendation. The present division of Head Start and Home Start services into various types of services (health, social, etc.) may in fact be encouraging local projects to staff their projects in a corresponding fashion, i.e., a specialist in each service area. If Home Start leaders wish to emphasize the levering of such services, they should consider a policy clarification which places proper emphasis on the skills required to lever funds and on the need for professional staff person possessing these skills and having full-time responsibility for capturing such services.

- "Levered Resources" versus "In-Kind Services"

  Conclusion. The typical local project is presently securing a monetized amount of levered resources which is equal to 20% of the federal grant budget. While this is double the usual 10% in-kind requirement, it really represents a limited amount of actual services (an additional $10,000 over in-kind for the $100.000 project).

  Recommendation. Site visitor found that many project directors were not distinguishing between the terms in-kind and levered resources. They frequently saw this part of the interview as more a compliance procedure than the investigation of a major programmatic responsibility. Thus, it may be necessary for Home Start to clarify its policy on the real dynamics involved in capturing services (see above recommendation). It may also be necessary to directly confront the present notion of "in-kind" which has become so compliance oriented.

APPENDIX A

Site Visit Instruments

BEST COPY AVAILABLE

Site Visits

On site data collection from the 16 Home Start programs during the Spring 1973 visits had four major objectives:

1) collect cost information on each program's projected income for Program Year 1973, from both federal Office of Child Development grants, and other, levered resources;

2) collect preliminary data on and field test instruments for observation of activities and interactions which take place during Home Visits;

3) construct from interviews with administrators and Home Visitors, a model of home visiting (Home Visitor) which is in use at each site; and

4) update information on program services provided during previous six months.

Field staff collected information systematically on instruments designed on the basis of these objectives. Samples of instruments are included in this section.

Staff

Twelve experienced field staff members conducted on-site visits of four days at each location. Ten staff were Abt Associates employees: Bill Walker, Marrit Nauta, Peter Fellenz, Bella McCabe, Wes Profit, Bridget O'Farrell, Lorrie Stuart, Wynn Montgomery, Kathy Kearins, Al Gurule. Other site visits were made by High/Scope staff: Dennis Deloria, John Love. Virtually all staff had previously conducted Home Start site visits, most in locations to which they returned in Spring 1973. Staff training was held in Cambridge, Massachusetts, for two days. Training emphasizes use of instruments for collecting program costs and for observing home visits. A videotaped home visit was used in training for the home visit observations. All site visits were made between May 21 and July 15; visits to some locations were delayed to allow Home Start summative testing to be completed before site visits took place.

Case Studies

Upon completion of site visits, data collection instruments were analyzed immediately by Home Start staff at Abt Associates. Field staff did not write individual case studies for each site, as was done following the previous two visits. Each field staff member turned in a brief site report which was used, along with collected data, and both previous case studies, to prepare a summary case study for each site. The summary case studies reflect the first start-up for each program. The summaries, each approximately 12 pages in length, are to be disseminated by the Office of Child Development through Abt Associates to the general public. The intended audience for these summary case studies are: 1) persons generally interested in home based preschool programs and the Home Start demonstration program; and 2) persons interested in implementing home-based programs or home visiting components for existing programs. Each summary case study contains an In Brief section of the program's essential statistics, and sections on home visiting, program history, organization, and services. Each study ends with a representative sample of comments by staff and parents about their program.

Data Collection Instruments

Data collection was done on the following set of instruments developed by Abt Associates. Both High/Scope and Abt Associates collaborated on the development of the home visit observation instrument. They were:

1.1	Director Interview Update	Objectives achieved Successes and problems of program
1.2	Program Support	Support from national, regional and local sources
1.3	General Interview	General update, staff and organization
1.4	Future Plans	Objectives in general program and and components
2.0	COSTS	
2.1	Expenditure Review	Review of budget for 1973-74 for anticipated changes
2.2	Personnel Resources (Donated)	Donated services expected for the coming year
2.3	Non-personnel Donations	Goods, space, equipment donated to the program
2.4	Inventory and Personnel Policies	Equipment; vacation, sick policy
2.5	Personnel - Payroll	Staff payroll by pay period, and fringes

3.0	HOME VISITOR MODEL	
3.1	Director: Home Visitor Scenario	Director is asked to define standards for recruitment, selection, training and performance of Home Visitors in imaginary "new" program
3.2	Home Visitor Interview	Home Visitors describe training, experience, changes they would or would not make in home visiting
3.3	Staff Specialist	Specialist designated as helpful by Home Visitors describes her/his role in assisting Home Visitor; describes ideal characteristics of home visit
4.0	OBSERVATION	
4.1	Home Visit observation with Family #1	Observation form records Home Visitor's plans for family; records number of activities which took place during the visit; records major interactions between parent, focal child, and Home Visitor during each activity; records content area and materials used for each activity.
4.2	Observation with Family #2	
4.3	Observation with Family #3	
4.4	Observation with Family #4	
4.5	Parent Interview	Inquires of parent what she/he likes about Home Start for children and for self; what, if anything, is done differently as result of Home Start
5.0	STAFF TIME RECORDS' Director Special Staff Home Visitors	Staff time records, originally designed as part of information system, were filled out by staff for month prior to site visit on time use for each week.
6.0	SITE REPORTS	Field staff were asked to write brief report listing program elements not recorded on instruments; evaluation of instruments

Instrument Revisions

Generally, the instruments yielded useful data. Some minor revisions in the cost and observation instruments have been made, as follow-up data will be coll[illegible] for costs and home visits in [illegible] to be visi[illegible] 11 1975. [illegible] changes were made in the instruments after the following observations were made by field staff.

- Cost Instruments

  Data was collected concerning expected donations so that cost analysis in future visits could measure progress in garnering such donations. Staff found that many program directors and supervisors found it difficult to project the volume of donated goods and services they expected to garner in the coming year. Directors also found it difficult to recall all services and goods donated above the 10% for non-federal.

  Occasionally, modifications of the program's budget were difficult to identify, either because program staff could not anticipate changes, or because budgetary responsibilities were split among two or more persons who did not always have the same information. Prior to the next cost data collection, all program personnel responsible for any fiscal matters will be notified in greater detail of the information to be collected by field staff.

  In general, the cost instruments have been modified to clarify the extent of financial detail required for documenting donated goods and services.

- Staff Time Records

  For most programs the staff time records, filled out by staff for a single month prior to the site visit were taken as a general guide to staff time use. Evaluation staff noted that such records were not consistently filled out at the time of the visit and were usually estimates rather than records of time spent during the month. A sample interview method is being planned for Fall 1973.

- Observation - Home Visits

  The revisions made in the observation instrument were:

  1) Change in format which allowed observer to indicate the person to whom an interaction or response was directed. For example, it is possible to indicate that the Home Visitor was talking to the parent, but watching the focal child.

  2) Modes of Interaction were revised to include reading, singing, and other activity categories, and eliminating categories that were similar.

  3) Adjectives describing attitudes bi-polar and affective behavior were changed from a polar format requiring either/or ratings. to a scale which allows observers to indicate attitudes and behavior on a continuum scale.

  4) Because data from the observation instruments has been computerized, a final summary of the activities and interactions during the home visit was considered no longer necessary.

Field instruments, along with instruments for using the observation checklist are included in the following pages.

TABLE OF CONTENTS
AND
FIELD SCHEDULE

LOGISTICS - Letter to the Director, Schedules, Checklist, Appointment List

SECTION I - PROGRAM UP-DATE AND FUTURE PLANS

- Instructions
- A. Director interview - General
- B. Director interview - Future Plans

SECTION II - PROGRAM COSTS

- Instructions
- A. Director interview
  - 1. Community resources
  - 2. Staff time record - review for completeness (no instrument)
- B. Agency follow-up - in-kind
- C. Bookkeeper interview - cash costs
- D. Director interview
  - 1. Budget review (no instrument)
  - 2. Collect staff time records (no instrument)

SECTION III - HOME VISITOR/FAMILY INTERACTION

- Instructions
- A. Director interview - Home Visitor scenario
- B. Home Visitor interviews (2) - general
- C. Staff interview(s)
- D. Home Visit Observation (4)
  - 1. H/V - pre-visit
  - 2. Observation guide
  - 3. Parent interview
  - 4. H/V - post-visit
  - 5. Visit summary

RESOURCE MATERIALS (separately bound)

- Information system data
- Year II proposals (where available)
- Case studies (I & II)

CHECKLIST*

SECTION I: PROGRAM UP-DATE AND FUTURE PLANS

I.A. ___ Director Interview - General (All eight parts)

I.B. ___ Director Interview - Future Plans

SECTION II: PROGRAM COSTS

II.A. ___ Director Interview

___ Community Resources

II.B. ___ Agency Follow-Up - In-Kind

II.C. ___ Bookkeeper Interview

II.D. ___ Staff Time Records

SECTION III: HOME VISITOR/FAMILY INTERACTION

III.A. ___ Director Interview - Home Visitor Scenario

III.B. ___ Home Visitor Interviews (2)

III.C. ___ Staff Interview(s) (Identified by Home Visitor)

III.D. ___ Home Visit Observation (4)

___ H/V - Pre-Visit

___ Observation

___ Parent Interview

___ H/V - Post-Visit

___ Summary

___ One-page "Impressions"

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*Completed instruments due to Kathy Kearins immediately upon return to Cambridge. Impressions due the following day. Instruments from High/Scope should be mailed immediately after return to Michigan.

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TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

Director of Program
Any Address
Anytown, USA

RE: Spring Case Study 1973

Dear Director:

As you know, spring case study visits are scheduled for sometime in May. This spring the case study visit will focus on three major areas:

1. Program Cost Information
   Interviews with Program Director
   Home Start Bookkeeper(s)
2. Home Visitor/Family Interaction Information
   Interviews with Program Director
   Home Visitors (2)
   Home Visits and Interviews with Focal Parents (4)
3. Major Events/Program Update
   Interview with Director

For the three areas covered in the case study we will be interested in the following kinds of information:

1. Program Cost Information Estimated field time: 1-1 1/2 days

In order to identify full program costs we will be collecting information on both cash and in-kind costs. To collect this information we will want to talk with the person responsible for keeping Home Start books and for preparing the program's quarterly financial report. We will also want to spend considerable time with the Director or Coordinator identifying in-kind costs and shared staff time. We will be collecting the Staff Time Records completed for all your staff for the month of April.

2. Home Visitor/Family Interaction Information Estimated field time: 1 1/2-2 day

Since we would like to be able to describe systematically how Home Visits are conducted in all 16 Home Start program sites, we would like to focus specifically on the role of the Home Visitor in your program. We would like to talk with

Directors or Coordinators about recruitment and training of Home Visitors. We would like to talk with two Home Visitors about what they do with families they visit, and we would like to visit two of the families regularly visited by each of the two Home Visitors, and talk briefly with the focal parent in each of the homes visited. We will try to schedule these home visits so that they are not made to families who have just participated in the testing.

3. Major Events/Program Update — Estimated field time 1/2 day

Program Update information can be collected primarily from the Program Director or Coordinator and will include:

* Major events of importance the past six months and major events planned the coming six months.
* Changes in staffing and reasons for change.
* Changes in grantee/delegate relationship.
* Review of objectives from Fall case study.
* Parent Policy activities.
* In-service training activities.

Some programs have indicated plans for attending the Workshop for the Mother Child Home Program, run by Phyllis Levinstein in Freeport, L.I New York on May 21 and 22. If members of your programs are planning to attend this Workshop and will not be available for a case study visit during the week of May 21-25, please call collect to Kathy Kearins 617-492-7100 x234.

Your field staff member will be in touch with you shortly to set definite dates for the case study visit.

Sincerely,

Kathy Kearins
Case Study Coordinator

[illegible]

Program____ ________________ Week Ending______ ______ Coordinator__________ __________

DAY TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Interview Director: Update, In-kind costs, Home visitor future scenario	Telephone cost follow-up with agencies Interview appropriate specialist	Home visit observation	Home visit observation		
NOON	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
	Interview Bookkeeper Program costs Interview Home visitors Schedule specialist interviews	Home visit observation	Home visit observation	Final Director Meeting Activities Calendar Cost Clean-Up Debriefing		
	DINNER	DINNER	DINNER	DINNER	DINNER	DINNER
	Cost review	Review for completeness	Review for completeness	Review and complete everything Complete site visit assessment		

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1.A.

PROGRAM UP-DATE AND FUTURE PLANS
DIRECTOR INTERVIEW - GENERAL

Program

Date

AAI Interviewer

Director

1. Before we get started on a series of specific questions, I'd like you to tell me what you feel the Program's major successes have been over the past six months and where you've had your greatest problems.

1.1 Successes

1.2 Major problems

(Use back of sheet if necessary)

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[illegible]
Program

Sherry [illegible]
AAI Interviewer

Program Areas:
(OP) Overall Program
(H) Health
(N) Nutrition
(S/P) Social/Psychological
(E) Education

April 17, 1973
Date

Mary Martin
Director

Prog. Area	Event - Description (Objective)	Completion Planned	Completion Actual	Resources Used	Comments - help received, problems encountered
(H)	Complete physical exam for all children - PY 1.	5/01/73			
(H)	Dental exams and care to all focal children - PY 1.	5/01/73			
(H)	Arrange follow-up medical care for focal child for problems discovered but untreated by clinic exam.	5/73			
(H)	Referral services to four parents with special medical needs.	5/73			
(H)	Provide information on health home safely to one group of parents.	3/73			

Prog. Area	Event + Description (Objective)	[illegible]	Resources Used	Comments - Help received, problems, [illegible]
(N)	Work on 1:1 basis with three families diagnosed with health problems due to poor eating habits.	5/31/73		
(N)	Complete part I of cookbook, includes economic receipes of nutritionist for mothers in program.	2/28/73		
(N)	Have U.S. Gov't. food surplus available for use in food demonstration.	1/31/73		
(N)	Present food demonstration of low-cost meals to six groups of mothers.	5/31/73		
(S/P)	Refer at least 3 families for counseling @ family problems when identified.	5/31/73		
(S/P)	Distribute donated winter clothing to no less than 15 families.	2/28/73		

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Proj. Area	Event - Description (Objective)	Completion Planned	Actual	Resources Used	Comments - help received, problems encountered
(S/P)	Psychological evaluation for three children - indicated by Educational Director.	5/31/73			
(E)	Provide center for group ed. experiences for 10 parents and focal children together in one of the Home Visitor groups.	3/30/73			
(E)	Field trip to a community resource for each group.	4/30/73			
(E)	Arrange at least 4 films from library for parent education at the 4 group meetings.	4/30/73			

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[illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

Program ____________________

AAI Interviewer ____________________

Program Areas:
(OP) Overall Program
(H) Health
(N) Nutrition
(S/P) Social/Psychological
(E) Education

Date ____________________

Director ____________________

Prog. Area	Event - Description (Objective)	Completion		Resources Used	Comments - help received, problems encountered
		Planned	Actual		

PAST EVENTS UP-DATE   L.A.?

Prog. Area	Event - Description (Objective)	Completion		Resources Used	Comments - help received, problems encountered
		Planned	Actual		

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[illegible]
DIRECTOR INTERVIEW - [illegible]

Program ______________________

AAI Interviewer ______________________

Date ______________________

Director ______________________

	Amount of Support			Impact of Support				
SUPPORT OF YOUR HOME START PROGRAM BY:	NONE	INCREASING	DECREASING	VERY POSITIVE	SOMEWHAT POSITIVE	SOMEWHAT NEGATIVE	VERY NEGATIVE	IF VERY POSITIVE OR VERY NEGATIVE, PLEASE COMMENT
NATIONAL OFFICE: GENERAL SUPPORT								
NATIONAL OFFICE: TRAINING SUPPORT								
REGIONAL OFFICE SUPPORT								
GRANTEE AGENCY SUPPORT								
LOCAL HEAD START SUPPORT								
COMMUNITY SUPPORT (Volunteers, consultants, agencies)								
YOUR STAFF								
YOUR FAMILIES								

DIRECTOR INTERVIEW - Continued

4. STAFF

4.1 During the past six months have there been any increases or decreases in the number of staff employed? ____________________

____

4.2 Have there been any new staff positions added or deleted? __________

____

____

4.3 Have any staff been promoted to a new staff position? __________

____

____

5. PARENT POLICY COUNCIL

5.1 When did your parent policy council last meet? __________

5.2 Approximately how many were at the meeting? __________

5.3 What did the council do at that last meeting? __________

____

____

____

6. RECRUITING

6.1 How many families are you recruiting for this fall? __________

6.2 What are your sources for potential families? __________

____

____

6.3 Has there been any change in the geographical area you are serving?

____

____

7. TRAINING AND CURRICULUM

7.1 What us your current staff training schedule? ______________________

____

____

____

7.2 Who is responsible for training? ______________________

7.3 Are you using any training materials? ______________________

____

7.4 Are you using any curriculum materials with children? ______________

(developed by?) ______________________

Parents? ______________________

(developed by?) ______________________

8. CASE STUDIES

8.1 We would like to find out whether you've made any use of the case studies and reports sent to you by the evaluation team.

	Used	Didn't use	Comments
Your case study			
Other case studies			
Other report			

8.2 What changes would you like to see made?

8.3 What other information would be useful to you?

(Interviewer: Turn to "III. Home Visitor/Family Interaction" and complete Section "III.A. Director Interview - Home Visitor Scenario.")

I. B. DIRECTOR INTERVIEW - FUTURE PLANS

Program

AAI Interviewer

Date / Start Time

Director

PLANNED EVENTS - OVERALL PROGRAM	Respons.	Ma	Ju	Jl	Au	Se	Oc	No	De
1.									
2.									
3.									
4.									

PLANNED EVENTS - EDUCATION	Respons.	Ma	Ju	Jl	Au	Se	Oc	No	De
1.									
2.									
3.									
4.									

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PLANNED [illegible] - HEALTH	Respons.	Ma	Ju	Jl	Au	Se	Oc	No	De
1.									
2.									
3.									
4.									

PLANNED [illegible] - PSYCH/SOCIAL SERVICES	Respons.	Ma	Ju	Jl	Au	Se	Oc	No	De
1.									
2.									
3.									

PLANNED [illegible] - NUTRITION	Respons.	Ma	Ju	Jl	Au	Se	Oc	No	De
1.									
2.									

End time: ____________

Total time: ____________

INSTRUCTIONS

Section II

II.A. Director Interview - Program Costs

1. Budget Review: Check 1972-73 budget and spending against 1973-74 budget to try to reach the best estimate of what will be spent this year. If a budget item is adjusted up or down, probe for where the difference will be added or deleted.

2. Community Resources: This interview will gather data on consultants and agencies, both those paid and those that donate services. In addition, it will get information on volunteers, donations of equipment, etc.

3. Staff Time Records: Please check to see if time records are complete (three weeks worth is sufficient) and verify their face validity. If not, arrange to have them completed by the end of your visit.

III.B. Agency and Consultant Follow-up Donations

As needed, you may have to telephone agencies and consultants to establish the value of their donated services. See attached memo for a discussion of valuing donations.

III.C. Payroll Clerk (Accountant or Bookkeeper-Interview Personnel Cash Costs)

This interview (which can be done in person or by phone) serves to verify current salary rates for all personnel, and the basis for fringe benefit calculations.

Director Interview Verification

1. Verify any final cost details with direction at your final interview.

2. Collect staff time records if you haven't already done so.

DECISION RULES FOR IMPUTING FAIR MARKET VALUES TO IN-KIND DONATIONS

Donated inputs are donations in-kind -- services, volunteer labor, facilities, consumables, equipment -- made to the program. Do not include cash donations, even where such donations are made for specific purposes. These should appear under Question 9, Director Cost Interview.

I. VALUING DONATED LABOR

Donated labor is of two types:

- Labor provided by agencies or consultants that someone lese pays for.
- Unpaid consultant or volunteer labor

Decision rules for handling each case are outlined below.

A. Labor Paid for by Someone Else

To value the labor provided by agencies or consultants that someone else pays for consider the following:

> Find out what the agency or consultant charges for the service they are providing "free" to Home Start. If they don't charge, they may have a good basis for valuation.
>
> If agencies do not charge (or don't have a satisfactory basis for valuation) service - amount of time, procedures used, level of personnel involved - and find an agency that provides a similar service for pay and match the description of services. Then use your best judgment in making a determination of value.

B. Unpaid Volunteer Labor

For consultants who donate their time, find out what they normally charge (by the hour, day, etc.) and use this figure.

To value the contribution of a particular unpaid volunteer, follow this procedure:

1. Ask the director this question: "If this volunteer were paid, what would you pay him for what he is doing?" If the director answers this to your mutual satisfaction, your problem is solved. If you wish to probe further, proceed to #2.

2. If the volunteer would have to be replaced with another of approximately the same qualifications, proceed to #2a. If a less qualified person would suffice, proceed to #3.

   a. Is there anyone on the paid staff who has similar qualifications? If so, use that person's salary as the value of the volunteer help. If not, proceed to #2b.

   b. If a person of similar qualifications could be hired at the existing minimum wage, use that to value his labor. If not, proceed to #2c.

   c. If the volunteer's qualifications place him between two paid staff members, value his time at the mean of the wages of those two paid staff members. If not, proceed to #2d.

   d. Be imaginative: Attempt to draw from your experience and knowledge about comparable jobs in the community to assign a value.

3. If a less qualified person would suffice, ask for a description of the necessary qualifications and, armed with that description, return to #2a.

CAUTIONARY NOTE: The objective is to estimate the cost of filling the function now being filled by the volunteer, which is not necessarily the same thing as the cost of hiring a person of similar qualifications. For example, if an M.A. in mathematics is doing volunteer janitorial work, the cost attributable to that volunteer is the cost of hiring someone to do janitorial work, not the cost of hiring and M.A. in mathematics.

II. ESTIMATING RENTAL VALUE OF FACILITIES

Regardless of ownership of facilities, the appropriate measure of occupancy cost is the market rental value of the facilities. In cases where the facility is being rented at full market price, the actual rent being paid is the correct measure of occupancy cost. In cases where the facility is owned by the program, donated to the program or rented to the program at a subsidized rate, the full market rental must be estimated.

The most reliable source for such an estimate would be a local realtor. Ideally, estimates from two or three realtors should be obtained, and the average figure reported. Hopefully, the director will be able to recommend several realtors to consult.

The market rental value may bear no close, predictable relationship to the capital value of the facility, and no attempt to relate the two need be made by researchers. Market rental is dependent of any other cost data collected.

If only a part of a facility is being used, be sure to report the, square footage of that part, not the whole facility.

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Program ______________________

SRI Interviewer ______________________

PROGRAM COSTS
ESTIMATED EXPENDITURE REVIEW - PERSONNEL
(INTERVIEWS: DIRECTOR/BOOKKEEPER)

______________________ Date

______________________ Director

	Category	1972-73 Budget	1972-73 Spending	1973-74 Budget	Estimated 1973-74 Spending	Comments
1.1	Salaries & Wages	Program Budget appropriate to site				Probe for any planned raises.
1.2	Fringe Benefits					
1.3	Consultant/Contract Services					
	a) education					a)
	b) medical					b)
	c) dental					c)
	d) nutrition					d)
	e) psychological					e)
	f) training					f)
	g) accounting/audit					g)
	h) administrative					h)
	i) other ______					
	Personnel Sub-Total					

Probe for explanation of discrepancies and best estimate of accuracy of 1973-74 budget.

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Category	1972-73 Budget	1972-73 Spending	1973-74 Budget	Estimated 1973-74 Spending	Comments
.1 Travel	Program Budget appropriate to site				
a) Home Visitors					a)
b) Other Staff					b)
c) Parent Activity					c)
d) Field Trips					d)
e) Other: ______					
______					
.2 Space Cost and Rental					
a) Rental					a)
b) Utilities					b)
c) Telephone					c)
d) Other: ______					
______					
.3 Consumable Supplies					
a) Educational - Child					a)
b) Educational - Parent					b)
c) Educational - Staff					c)
d) Office					d)
e) Printing					e)
f) Food					f)
g) Postage					g)
h) Other: ______					
______					

[illegible] (2) ______

	Category	1972-73 Budget	1972-73 Spending	197[illegible]- Budget	Comments
.4	Rental, Lease, Purchase	Program Budget appropriate to			
	a) Equipment				
	b) Office				
	c) Vehicles				
	d) Home				
	e) Others ______				
	______				
.5	Other				
	a) Baby-sitting				
	b) Contingency				
	c) Insurance				
	d) Others ______				
	______				
	SUB-TOTAL -- NON-PERSONNEL				
	TOTAL				

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PROGRAM COSTS

1. DIRECTOR INTERVIEW - PERSONNEL RESOURCES (DONATED)*

Program ____________________

Date ____________________

AAI Interviewer ____________________

Director ____________________

CODES: 1) A - Agency, C - Consultant, V - Volunteer, H - Head Start Shared Personnel, O - Other Shared Personnel
2) P - Private, L - Local, S - State, F - Federal

Codes	Source of Services	Description of Services	Expected Quantity Services - 3/1/73-3/1/74	Value of Service (and basis)
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**

*Probe and indicate whether: education, nutrition, health, psychological/social services to parent or child; in-service training, management consulting, home visit or program aides, recruiting support, center or home work days, field trip supervision, accounting and auditing; Head Start or other agency shared personnel.

CODES: 1) A - Agency, C - Consultant, V - Volunteer, H - Head Start Shared Personnel, O - Other Shared Personnel
2) P - Private, L - Local, S - State, F - Federal

Codes	Source of Services	Description of Services	Expected Quantity Services - 3/1/73-3/1/74	Value of Services (and basis)
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**

*Probe and indicate whether: education, nutrition, health, psychological/social services to parent or child; in-service training, management consulting, home visit or program aides, recruiting support, center or home work days, field trip supervision, accounting and auditing; Head Start or other agency shared personnel.

**Probe and indicate whether this service is free or paid for by another agency.

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CODES: 1) A - Agency, C - Consultant, V - Volunteer, H - Head Start Shared Personnel, O - Other Shared Personnel
2) P - Private, L - Local, S - State, F - Federal

Codes	Source of Services	Description of Services	Expected Quantity Services - 3/1/73-3/1/74	Value of Services (and basis)
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**
1) ___ 2) ___	Title Contact Phone #	*		**

*Probe and indicate whether: education, nutrition, health, psycholcgical/social services to parent or child; in-service training, management consulting, home visit or program aides, recruiting support, center or home work days, field trip supervision, accounting and auditing; Head Start or other agency shared personnel.

Program ____________________

AAI Interviewer ____________________

PROGRAM COSTS

2. DIRECTOR INTERVIEW - NON-PERSONNEL DONATIONS

Date ____________________

Director ____________________

ITEM	DESCRIPTION AND QUANTITY	VALUE OF DONATION (and basis)
RENTAL VALUE OF FACILITIES	Owned by: ____________ Square footage occupied: ________ Utilities included ___ Yes ___ No Maintenance included ___ Yes ___ No Kind of Building: ________ (church, office, house, etc.)	Current value established by: ________ ____________ at $_____/sq. ft./yr.
EQUIPMENT: Office Equipment Educational equipment Transportation equipment Other		
CONSUMABLES Office Supplies Clothing Curriculum Other		
OTHER: Transportation Home Visitors Care Ins		

PROGRAM COSTS

DIRECTOR INTERVIEW - GENERAL

1. Is there an inventory of equipment currently owned by the program? (If yes, get a copy and check which items have been bought, which donated. If no, construct one for major items, first purchased, then donated.)

2. How many holidays does your program observe? ______________________________

3. How much vacation do full-time employees get? ______________________________/yr.

4. How much vacation do part-time employees get? ______________________________/yr.

5. What is the maximum number of sick leave days you will pay for? ______________________________

____

6. Can an employee be paid for vacation time and be paid for working at the same time?

___ No ___ Yes

7. Do you hire substitutes when someone is sick or on a vacation? ___ No ___ Yes

If yes, what do you pay them? ______________________________

8. Do you every pay anyone overtime? ___ No ___ Yes

If yes, what positions under what circumstances? ______________________________

____

9. Do you receive any other cash income beyond Home Start? (e.g. United Fund, private donations, etc.) If yes, list:

Source ______________________________ Amount $______________

Source ______________________________ Amount $______________

Source ______________________________ Amount $______________

Source ______________________________ Amount $______________

____

> This completes the Director Interview. Check to see whether your appointment (in person, or by phone) with payroll bookkeeper/accountant/clerk is set. If there is a problem, get salary data from Director.

I. ______ NY ______ ET ______

(Get from Payroll Clerk)

List all names/positions, the current gross pay base for program's regular pay period, and annual gross salary base (if available) for A) Full time (as defined by programs), B) Shared, and C) Part-time. Probe discrepancies between budget and actual in Director debriefing.

A. Full Time - Name/Position	1973-74 Budget	Current Gross Pay		No. Weeks	% Time	Comments
		Period	Annual			
1.						
2.						
3.						
4.						
5.						
6.						
9.						
10.						
11.						
12.						
B. Shared Staff - Name/Position	1973-74 Budget	Current Gross Pay		No. Weeks	% Time	Comments
		Period	Annual			
1.						
2.						
3.						
4.						

PERSONNEL DETAIL (cont'd)

C. Part Time - Name/Position	1973-74 Budget	Current Gross Pay		No. Weeks	% Time	Comments
		Period	Annual			
1.						
2.						
3.						
4.						
5.						
6.						

1. Regular pay period for ____ all ____ some (if some, indicate which ones above) employees is ____ weekly, ____ every two weeks, ____ twice a month, ____ monthly, ____ other: ____________________

2. Basis of Fringe:

a) FICA 5.85% of the first $9,000 for 1973, and of $______ for 1974

b) Unemployment ____% of the first $______/yr.

c) Retirement ____% of the first $_____/yr.

d) Workman's Compensation ____% of the first $______/yr.

e^1) Health Insurance ____% of the first $______/yr.

e^2) Health Insurance No. ______ x $______ x 12 months (single)

No. ______ x $______ x 12 months (married)

f) Disability ____% of the first $______/yr.

g) Other: ____________________

____

DIRECTOR INTERVIEW
HOME VISITOR SCENARIO

Program ____________________

Date ____________________

AAI Interviewer ____________________

Director ____________________

Field Staff to Director: "We want to be able to describe the best Home Visitor interaction with the families they work with. Your help is crucial if we are going to do this accurately. Assume that you have been asked to head up a new Home Start program in another state starting next September and that you will have an increased budget and a free hand in designing the program."

1. What would you look for in recruiting Home Visitors in the following areas:

   1.1 Educational background: ____________________

   1.2 Previous experience: ____________________

   1.3 Personal qualities: ____________________

   1.4 Skills: ____________________

2. What yearly salary would you pay Home Visitors? $ ____________________

3. How would you train your Home Visitors? ____________________

4. How would your supervise them? ____________________

5. How many families would you assign to each Home Visitor?________________

6. How often would you schedule home visits for each family?________________

7. How much time would you have Home Visitors spend on each visit?__________

8. Would you have the Home Visitor work ___ mostly with the focal parent, or

___ mostly with the focal child, or

___ with both?

9. What would you like to see Home Visitors try to accomplish when they visit their families with respect to the four service components: education, health, nutrition, psychological and social services? (See next page.)

Priority	Activities Each Home Visit	% Time Each Visit
	Education:	
	Health:	
	Nutrition:	
	Psychological/Social:	
	Other:	

Now go back and set your priority for each of these four service areas on a scale of 1 to 4. (Interviewers: If the Director is unable to set priorities, have him/her select the most important.)

10. Describe what you would expect Home Visitors to do in group activities with:

Parents:
Children:

11. When I called you recently, I asked you to select the two Home Visitors you would take with you if you were to go and start a new Home Start program. What are their names, current annual salaries, and ages?

A. ______________________________

Current salary $____________/yr. Age ________

B. ______________________________

Current salary $____________/yr. Age ________

(Interviewer: Turn to "II. Cost Section" and complete Sections A.1 and A.2)

III.B.

Program ____________________

HOME VISITOR/FAMILY INTERACTION
HOME VISITOR INTERVIEW--GENERAL

Date ____________________

AAI Interviewer ____________________

Home Visitor ____________________

"We believe that the Home Visitor is the most important link between the Home Start Program and the Home Start Family. We need your help to better understand what goes on when you make a home visit."

1. What is your educational background, not including Home Start pre-service or in-service training?

	Some high school ____________	1.1
	High school diploma __________	1.2
Courses in ____________________	Some college ______________	1.3
Bachelors in __________________	College degree ______________	1.4
	Some graduate work ___________	1.5
Masters in ____________________	Graduate degree ______________	1.6

2. Has any part of your formal education been particularly useful in your work as a Home Visitor?

____

____

____

3. What previous work experience has been particularly useful in your work as a Home Visitor?

3.1 With children ____

____

3.2 With parents ____

____

4. What kinds of things have you learned since joining the Home Start staff that have been particularly useful in home visits?

4.1 ____

4.2 ____

4.3 ____

5. Which of the above things did you learn in:

5.1 Home Start Pre-Service Training? ______________________________

____

5.2 Home Start In-Service Training? ______________________________

____

5.3 In other ways? ______________________________

____

6. Who on the current Home Start staff has provided the most help to you in your work w families?

6.1 Name ______________________ Title ______________

6.2 Name ______________________ Title ______________

6.3 Name ______________________ Title ______________

7. Do you discuss home visits, before or after, with anyone on the staff?

7.1 Before ______________________________

7.2 After ______________________________

8. Does anyone ever go on home visits with you?

(If yes) who? ______________________________

9. How many families are you currently serving? ____________

10. How many times each week do you regularly visit each family? ____________

11. How much time does each visit average? ____________

12. What are you currently doing in group activities with:

12.1 Parents? ______________________________

____

How often? ______________ how many? ______________

12.2 Children? ______________________________

____

How often? ______________ how many? ______________

13. If more staff and other resources were available to your Home Start Program, tell me:

13.1 How many families you would prefer to serve? ______________

13.2 How often would you visit each family? ______________

13.3 How long would each visit be? ________________

13.4 What additional materials would you take with you to your homes? __________

____

____

13.5 Would you do anything differently with your families? ____________________

____

____

13.6 What additional training would you like to have? ________________________

____

____

14. I called ________________________________(Director) before I came on this visit and asked her to arrange an opportunity for me to go along with you on two home visits this week. She asked you to select two families who have been in the program at least two months for these visits, the one with whom you believe your communication is currently the best, and the one with whom you believe there is the greatest need for improving communications. What are these two families names and when are we to visit?

14.1 Family (best) ____

Schedule and travel arrangements ____

____

14.2 Family (greatest need) ____

Schedule and travel arrangements ____

____

15. What agencies and consultants are currently providing services to your families (Interviewer - complete this first then ask) for each of the ones you have mentioned, tell me whether you have a) families make their own arrangements, b) you arrange the service or c) you inform another Home Start staff member of the need and they arrange the service?

		Referral		
Agency & Consultant	Service	Family	H/V	Other H/S
1.				
2.				
3.				
4.				
5.				
6.				

16. Do you ever do anything with any of your families:

16.1 Evenings? ____

16.2 Weekends? ____

Time Completed ________________

Total Time ________________

III.C.

HOME VISITOR/FAMILY INTERACTION

STAFF INTERVIEWS

(As identified by Home Visitor)

Program ______________________

Date ______________________

AAI Interviewer ______________________

Staff Name ______________________

"______________________ [Home Visitor(s)] told me that you have provided important help to her in her work with families. Could you please answer the following questions:"

1. What qualifications should Home Visitors have as far as:

   1.1 Educational background: ______________________

   1.2 Previous experience: ______________________

   1.3 Personal qualities: ______________________

2. If more money were available, what salary should Home Visitors be paid? $______/yr.

3. How should Home Visitors be trained? ______________________

4. How should Home Visitors be supervised? ______________________

5. How many families should be assigned to each Home Visitor? ______________________

6. How often should Home Visitors visit each family? ______________________

7. How much time should Home Visitors spend on each visit? ______________________

8. Should Home Visitors work ___ mostly with the focal parent, or

___ mostly with the focal child, or

___ with both?

9. What would you like to see Home Visitors try to accomplish when they visit their families with respect to the four service components: education, health, nutrition, psychological and social services? (See next page.)

"Thanks for your cooperation!"

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Priority	Activities Each Home Visit	Time Each Visit
	Education:	
	Health:	
	Nutrition:	
	Psychological/Social:	
	Other:	

Now go back and set your priority for each of these four service areas on a scale of 1 to 4. (Interviewer: If the staff member is unable to set priorities, have him/her select the most important.)

HOME VISIT OBSERVATION
HOME VISITOR PRE-POST INTERVIEW

Program ______________________

Family ______________________

AAI Staff ______________________

Home Visitor ______________________

Date ______________________

Visit # 1 2 3 4

"In order to help me get the most from observing the home visit, would you please answer the following questions."

A. PRE-VISIT

1. What is the focal child's name? ______________________ Age? ________

How many children are there in the family? __________ Ages? ____ ____ ____ ____

Is Mrs./Mr. ____________ managing the family along? ______ Yes ________ No

If no, who else? ______________________

2. What do you plan to do during your visit today? ______________________

____

____

____

____

3. Have you brought anything with you to take into the home? ______ No

If yes: ______________________

____

____

____

4. What was the source of the activities you planned for today? ______________________

____

____

Materials? (If relevant) ______________________

____

5. Why did you choose the activities you are planning for today? ____________________

____

III.B

B. POST-VISIT

1. Was this visit like previous ones with this family? ______ Yes

If no, why? ____

____

2. How much was this family like your other families?

_____ Very much _____ More or less _____ Very unlike

If very unlike, how is it different? ____

____

3. Do you think my being along on this visit changed the way you, the parent, or the child acted? _____ No,

If yes, how? ____

____

III.D.

HOME VISITOR/FAMILY INTERACTION OBSERVATION GUIDE

Program ____________________

AAI Observer ____________________

Family ____________________

Home Visitor ____________________

Activity # 1 2 3 4 5 6 7 8 9 Time Begun ____________________ Visit # 1 2 3 4

	HOME VISITOR	FOCAL PARENT	FOCAL CHILD
MAJOR INTER-ACTION	___ HV → P ___ HV → C ___ HV → P & C	___ P → HV ___ P → C ___ P → HV & C	___ C → HV ___ C → P ___ C → HV & P
MAJOR MODE OF INTERACTION	___ Telling ___ Asking ___ Listening ___ Explaining ___ Showing ___ Watching ___ Uninvolved ___ Other: __________ __________	___ Telling ___ Asking ___ Listening ___ Explaining ___ Showing ___ Watching ___ Uninvolved ___ Other: __________ __________	___ Telling ___ Asking ___ Listening ___ Explaining ___ Showing ___ Watching ___ Uninvolved ___ Other: __________ __________

	GENERAL	PARENT ORIENTED	CHILD ORIENTED
CONTENT OF INTERACTION	___ Agenda setting ___ Future planning ___ Socializing ___ Other: __________ __________ __________	___ Referral: ___ education ___ health ___ nutrition ___ psychological ___ social ___ other: ______ __________	___ Referral: ___ education ___ health ___ nutrition ___ psychological ___ social ___ other: ______ __________
		___ Family management ___ Child management ___ Child teaching ___ Other family matters ___ Group meeting planning	___ Play ___ Instruction ___ Developmental ___ cognitive ___ language ___ physical ___ social ___ Field trip planning ___ Group meeting planning

MATERIALS USED: _____ None _____ Provided by Home Visitor _____ In Home

Describe: ____

____

Relationship to Plan: _____ None _____ High _____ Medium _____ Low

_____ Interruption (by: ____)

Description of Activity: ____

____

____

____

Time Ended __________

HOME VISITOR/FAMILY INTERACTION
HOME VISIT OBSERVATION PARENT INTERVIEW

Program ____________

AAI Interviewer ____________

Date ____________

Family ____________

Home Visitor ____________

Visit # 1 2 3

"Before I leave, I'd like to get some information that will help us understand what good Home Visitors are like."

1. What does your Home Visitor do with ____________ that you feel is especially good for him/her?

2. What one thing has the Home Visitor done with you that has made the most difference to you personally?

3. What things do you do differently with your children as a result of the Home Visitor's visits to your home?

4. What other things do you do differently (e.g., budgeting, purchasing, knowing whom go to when you need help)?

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HOME VISIT OBSERVATION
SUMMARY SHEET

Program ____________________

AAI Staff ____________________

Date ____________________

Family Name ____________________

Home Visitor ____________________

1. Home Visit Time: Began ________ Ended ________ Total Time ________

2. Where did most of the Home Visit take place? ____________________

3. Who was involved in the Home Visit? ____________________

4. Character of focal children: ____________________

5. Rate each (A), (B), or (O) = in-between. Use NA if person was not present at all.

		Impression of Communication Style		
		Home Visitor	Parent	Child
(A) positive	(B) negative			
(A) serious	(B) careless			
(A) excited	(B) calm			
(A) complex	(B) simple			
(A) fast	(B) slow			
(A) confident	(B) nervous			
(A) difficult	(B) easy			
(A) tired	(B) alert			
(A) cooperative	(B) competitive			
(A) open	(B) closed			
(A) accepting	(B) rejecting			

6. This Home Visit provided opportunities to learn about (check all appropriate categories):

___ Various approaches to child-rearing

___ Ways of using elements of the child's typical environment as teaching tools

___ Ways to turn everyday experiences into constructive learning experiences for the child

___ Ways of encouraging children's language development

___ Ways to enhance children's social and emotional development

___ Various possible effects of the interaction between parents, children, and other family members

___ Specific information about health and nutrition

___ Various resources in the community and how to use them

APPENDIX B

Site Specific Cost Data

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PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 47821	58.1%
Fringe Benefits	5738	7.0
Contact/Consultant	14750	17.9
Travel	10480	12.7
Space & Utilities	1320	1.6
Supplies	1700	2.1
Equipment	0	0
Other(Insurance)	500	.6
Total	82309	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES

LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	1225	3175	1608	600[illegible]
Goods	70	300	432	[illegible]
Total	1295	3475	2040	6810

TMC

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources Fed	Levered Resources Non-Fed	Total	% of Total
Home Services						
Health	$ 18397	25.0%	$1000	$3908	$23305	29.0%
Nutrition	5425	7.4	225	375	6025	7.5
Psych/Social	10073	13.7		400	10473	13.0
Education	21054	28.4	10	32	21096	26.2
Parent Development	280	.4			280	.3
Administration	9894	13.4		300	10194	12.7
Career Development	7659	10.4		500	8159	10.1
Occupancy	800	1.1	60		860	1.1
Total	73582[1]	100%	1295	5515	80392	100%

---

[1] The difference between estimated expenditures for salary and fringe benefits and annual salaries and fringe benefits based on the current payroll is $8725.

TMC

UNIT COSTS[1]

	Total Cost	Per Family (n = 69)	Per Focal Child (age 3-5) (n = 84)	Per focal Parent (n = 137)	Per target Child (age 0-5) (n = 166)	Per Family Member (n = 483)
Projected Expenditure (based on federal share of Home Start budget)	$82309	$ 1192	$980	$ 601	$ 496	$ 171
Projected Levered Resources	6810	99	81	50	41	14
Total Projected Expenses (Projected Expenditure plus projected levered resources)	89119	1292	1061	651	537	185
Cost of Direct Services						
A. Projected Expenditure[2]	55229					
B. Levered Direct Services[3]	5951					
C. Total Direct Services	61180					

---

sed on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in e Home Start Information System.

st of Home Services plus expenditures for parent development.

[illegible] contribution directed utilized by the family (e.g., physical check-ups, ther than in-service consultant.)

TMC

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	75 %	76 %
Direct Services	75	76
Overhead	25	24
Home Visitor Salaries as a Percent of Total Salaries	.80	

WEST VIRGINIA

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$61923	61.9 %
Fringe Benefits	6502	6.5
Contact/Consultant	10516	10.5
Travel	13280	13.3
Space & Utilities	300	.3
Supplies	5600	5.6
Equipment	0	0
Other	1879	1.9
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Tot
Services	37975	12900	5640	5651
Goods	1350	3000	24264	2861
Total	39325	15900	29904	851

WEST VIRGINIA

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources Fed	Levered Resources Non-Fed	Total	% of Tota
Home Services						
Health	$21624	22.7 %	$3798	$14645	$40067	22.3%
Nutrition	13436	14.2	4321		17757	9.9
Psych/Social	10674	11.2	3252	11657	25583	14.2
Education	23549	24.8	8852		32401	18.0
Parent Development	4600	4.8	5171		9771	5.4
Administration	11694	12.3	9359		21053	11.7
Career Development	8679	9.2	3222	395	12296	6.8
Occupancy	700	.7	1350	19107	21157	11.8
Total	94956*	100%	39325	45804	180,085	100%

*The difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits based on the payroll was $5035. The difference was mainly because of budgeted trainee positions which were not fille

UNIT COSTS[1]

	Total Cost	Per Family (n = 120)	Per Focal Child (age 3-5) (n = 171)	Per focal Parent (n = 132)	Per target Child (age 0-5) (n = 271)	Per Family Member (n = 679)
Projected Expenditure (based on federal share of Home Start budget)	$ 100,00	$ 833	$ 585	$ 758	$369	$147
Projected Levered Resources	85129	$ 709	$ 498	$ 645	$314	$125
Total Projected Expenses (Projected Expenditure plus projected levered resources)	185129	$1542	$1083	$1403	$683	$272
Cost of Direct Services						
A. Projected Expenditure[2]	73883					
B. Levered Direct Services[3]	51698					
C. Total Direct Services	125581					

sed on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in e Home Start Information System.

st of Home Services plus expenditures for parent development.

vered contribution directed utilized by the family (e.g., physical check-ups, [illegible] in-service consultant.)

it costs for projected expenditure based on federal share of OCD budget are low because f higher enrollment made possible by an O.E.O. grant which pays for 6 Home Visitors and ome administrative costs.

WEST VIRGINIA

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	73 %	64 %
Direct Services	78	70
Overhead	22	30
Home Visitor Salaries as a Percent of Total Salaries	68	

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 61371	59.5 %
Fringe Benefits	9910	9.6
Contact/Consultant	9272	9.0
Travel	8799	8.5
Space & Utilities	2904	2.8
Supplies	4658	4.5
Equipment	2027	2.0
Other	4250	4.1
Total	103191	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Tota
Services	12300	25508	3280	410
Goods	750	7000	8300	16
Total	13050	32508	11580	571

*Not included as inadmissible was approximately $16,000. This money was claimed as the value of renting tapes for the "Around the Bend" TV series and the cost broadcasting the tapes on statewide television. Although the Home Start program may have been instrumental in causing the series to be broadcast, an undetermined number of children who were not in Home Start also benefited from the series. Th it seemed inappropriate to count the cost as an inkind contribution to Home Start

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Total
			Fed	Non-Fed		
Home Services Health	$18738	18.8%	$850	$3167	$22755	14.5 %
Nutrition	7836	7.8		2053	9889	6.3
Psych/Social	13870	13.9		6125	19995	12.7
Education	24251	24.3		10050	34301	21.9
Parent Development	390	.4	11250	100	11740	7.5
Administration	21723	21.8		4700	26423	16.8
Career Development	10545	10.6	200	3893	14638	9.3
Occupancy	2500	2.5	750	14000	17250	11.0
Total	99853*	100%	13050	44088	156,991	100%

*The difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits based on the payroll was $341. Also not included in the Functional Cost Breakdown is a $3000 supplement since the way in which this supplement would be spent was not indicated.

ALABAMA

UNIT COSTS[1]

	Total Cost	Per Family (n = 89)	Per Focal Child (age 3-5) (n = 110)	Per focal Parent (n = 107)	Per target Child (age 0-5) (n = 172)	Per Family Member (n = 544)
Projected Expenditure (based on federal share of Home Start budget)	$103191	$1159	$938	$964	$600	$ 190
Projected Levered Resources	57138	642	519	534	332	105
Total Projected Expenses (Projected Expenditure plus projected levered resources)	160329	1801	1458	1498	932	295
Cost of Direct Services A. Projected Expenditure[2]	65085					
B. Levered Direct[3] Services	33595					
C. Total Direct Services	98680					

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ased on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in he Home Start Information System.

ost of Home Services plus expenditures for parent development.

evered contribution directed utilized by the family (e.g., physical check-ups, athe [illegible] service consultant.)

ALABAMA

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	65%	55%
Direct Services	65	63
Overhead	35	37
Home Visitor Salaries as a Percent of Total Salaries	31	

OHIO

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 79075	79.1 %
Fringe Benefits	8880	8.9
Contact/Consultant	2240	2.2
Travel	3760	3.8
Space & Utilities	0	0
Supplies	2630	2.6
Equipment	1415	1.4
Other (Insurance Babysitting, Contingency)	2000	2.0
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	0	5865	17243	23108
Goods	0	553	6014	6567
Total	0	6418	23257	29675

OHIO

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Total
			Fed	Non-Fed		
Home Services						
Health	$ 6324	6.4%	$	$7094	$13418	10.4%
Nutrition	2606	2.6		3844	6450	5.0
Psych/Social	10892	11.0		1870	12762	9.9
Education	19795	19.9		1699	21494	16.7
Parent Development	2160	2.2			2160	1.7
Administration	29513	29.7		8732	38245	29.6
Career Development	27620	27.8		1741	29361	22.8
Occupancy	500	.5		4695	5195	4.0
Total	99410*	100%		29675	129085	100%

*The difference between estimated expenditures for salaries and fringe benefits and the annual salaries and fringe benefits based on the payroll is $590.

OHIO

UNIT COSTS[1]

	Total Cost	Per Family (n = 69)	Per Focal Child (age 3-5) (n = 80)	Per focal Parent (n = 86)	Per target Child (age 0-5) (n = 134)	Per Family Member (n = 350)
Projected Expenditure (based on federal share of Home Start budget)	$100,000	$1449	$1250	$1163	$746	$286
Projected Levered Resources	$29675	$ 430	$ 371	$ 345	$221	$ 85
Total Projected Expenses (Projected Expenditure plus projected levered resources)	$129675	$1879	$1621	$1508	$967	$371
Cost of Direct Services A. Projected Expenditure[2]	$41777					
B. Levered Direct Services[3]	$14507					
C. Total Direct Services	$56284					

---

sed on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in e Home Start Information System.

st of Home Services plus expenditures for parent development.

veral contribution directed utilized by the family (e.g., physical check-ups, ther than inservice consultant.)

OHIO

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	40 %	42 %
Direct Services	42	44
Overhead	58	56
Home Visitor Salaries as a Percent of Total Salaries	44	

KANSAS

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 62715	59.8%
Fringe Benefits	8225	7.8
Contact/Consultant	6100	5.8
Travel	10650	10.2
Space & Utilities	3600[1]	3.4
Supplies	6260	6.0
Equipment	1000	.9
Other	6350	6.1
Total	104900	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	3759	5296	2133	11188
Goods	1199	0	7260	84[illegible]
Total	4958	5296	9393	19647

---

[1] Program was uncertain whether or not rental space for part of the year could be obtained as in-kind donation. They are presently occupying donated space but will have to move in the near future.

KANSAS

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$17227	16.4 %	$	$4425	$21652	17.4%
Nutrition	4632	4.4		640	5272	4.2
Psych/Social	12817	12.2		2814	15631	12.6
Education	25659	24.5		3240	28899	23.2
Parent Development	8750	8.3	1000	120	9870	7.9
Administration	23707	22.6	355		24062	19.3
Career Development	7507	7.2	2404	1710	11621	9.3
Occupancy	4600	4.4	1199	1740	7539	6.1
Total	104,899	100%	4958	14689	124,546	100%

KANSAS

UNIT COSTS[1]

	Total Cost	Per Family (n = 75)	Per Focal Child (age 3-5) (n = 104)	Per focal Parent (n = 89)	Per target Child (age 0-5) (n = 163)	Per Family Member (n = 439)
Projected Expenditure (based on federal share of Home Start budget)	$104900	$1399	$1009	$ 1179	644	$239
Projected Levered Resources	19647	262	189	221	121	45
Total Projected Expenses (Projected Expenditure plus projected levered resources)	124547	1661	1198	1399	764	284
Cost of Direct Services						
A. Projected Expenditure[2]	69085					
B. Levered Direct Services[3]	12239					
C. Total Direct Services	81324					

Based on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in the Home Start Information System.

Cost of Home Services plus expenditures for parent development.

Leverd contribution directed utilized by the family (e.g., physical check-ups, rather than in-service consultant.)

KANSAS

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	58 %	57 %
Direct Services	66	65
Overhead	34	35
Home Visitor Salaries as a Percent of Total Salaries	74	

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 71614	71.6 %
Fringe Benefits	10742	10.7
Contact/Consultant	6350	6.4
Travel	7860	7.9
Space & Utilities	0	0
Supplies	2000	2.0
Equipment	500	.5
Other	934	.9
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	2055	1670	8006	11731
Goods	0	0	3210	3210
Total	2055	1670	11216	14941

FUNCTIONAL COST BREAKDOWN

	Projected Expendit[illegible] (Home Star[illegible] deral Gra[illegible]	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services Health	$10651	10.9%	$332	$9628	$20611	18.4%
Nutrition						
Psych/Social	10980	11.3	253		11233	10.0
Education	35306	36.4		663	35969	32.1
Parent Development	870	.9	1027	25	1922	1.7
Administration	23811	24.6			23811	21.3
Career Development	15383	15.9	443	168	15994	14.3
Occupancy				2400	2400	2.1
Total	97001*	100%	2055	12884	111940	100%

*Difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits based on payroll is $2999. Eight home visitors made less than budgeted and one clerk typist position was budgeted but not filled.

TEXAS

UNIT COSTS[1]

	Total Cost	Per Family (n = 80)	Per Focal Child (age 3-5) (n = 104)	Per focal Parent (n = 80)	Per target Child (age 0-5) (n = 167)	Per Family Member (n = 414)
Projected Expenditure (based on federal share of Home Start budget)	$100000	$1250	$962	$1250	$599	$242
Projected Levered Resources	14939	$ 187	$144	$ 187	$ 89	$ 36
Total Projected Expenses (Projected Expenditure plus projected levered resources)	114939	$1437	$1105	$1437	$688	$278
Cost of Direct Services						
A. Projected Expenditure[2]	57807					
B. Levered Direct Services[3]	11928					
C. Total Direct Services	69735					

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ased on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in he Home Start Information System.

ost of Home Services plus expenditures for parent development.

evered contribution directed utilized by the family (e.g., physical check-ups, ather than in-service consultant.)

HOUSTON, TEXAS

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	59 %	61 %
Direct Services	60	62
Overhead	40	38
Home Visitor Salaries as a Percent of Total Salaries	51	

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 71647	71.6%
Fringe Benefits	8956	9.0
Contact/Consultant	3535	3.5
Travel	11994	12.0
Space & Utilities	600	.6
Supplies	2938	2.9
Equipment	0	0
Other	330	.3
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	11650	3016	2761	17427
Goods	4677	3360	7150	151[illegible]
Total	16327	6376	9911	326[illegible]

ARKANSAS

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Total
			Fed	Non-Fed		
Home Services						
Health	$ 14908	14.9 %	$1523	$1800	$18231	13.8%
Nutrition	10104	10.1	1523		11627	8.8
Psych/Social	12745	12.7		5400	18145	13.7
Education	16158	16.2		5727	21885	16.5
Parent Development						
Administration	14043	14.0	5332		19375	14.6
Career Development	32042	32.0	3274		35316	26.6
Occupancy			4677	3360	8037	6.1
Total	100,000	100%	16329	16287	132616	100%

ARKANSAS

UNIT COSTS[1]

	Total Cost	Per Family (n = 81)	Per Focal Child (age 3-5) (n =94)	Per focal Parent (n =96)	Per target Child (age 0-5) (n = 141)	Per Family Member (n =463)
Projected Expenditure (based on federal share of Home Start budget)	$100000	$ 1235	$1064	$ 1042	$ 709	$ 216
Projected Levered Resources	32614	402	347	340	231	70
Total Projected Expenses (Projected Expenditure plus projected levered resources)	132614	1637	1411	1381	941	286
Cost of Direct Services						
A. Projected Expenditure[2]	53915					
B. Levered Direct Services[3]	15973					
C. Total Direct Services	69888					

---

ased on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in he Home Start Information System.

ost of Home Services plus expenditures for parent development.

evered contribution directed utilized by the family (e.g., physical check-ups, ather than in-service consultant.)

ARKANSAS

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	54 %	53 %
Direct Services	54	53
Overhead	46	47
Home Visitor Salaries as a Percent of Total Salaries	52	

NORTH CAROLINA

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 57437	57.4 %
Fringe Benefits	7165	7.2
Contact/Consultant	18400	18.4
Travel	5426	5.4
Space & Utilities	1140	1.1
Supplies	5983	6.0
Equipment	1418	1.4
Other	3031	3.0
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	0	2627	3218	5845
Goods	0	0	3325	3325
Total	0	2627	6543	9170

NORTH CAROLINA

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources Fed	Non-Fed	Total	% of Tota
Home Services						
Health	$ 26431	29.1%	$	$3328	$ 29759	29.8%
Nutrition	7240	8.0		280	7520	7.5
Psych/Social	10797	11.9		847	11644	11.6
Education	18837	20.7		587	19424	19.4
Parent Development	940	1.0			940	.9
Administration	15482	17.0			15482	15.5
Career Development	10225	11.3		1002	11227	11.2
Occupancy	900	1.0		3125	4025	4.1
Total	90852[1]	100%		9169	100,021	100%

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[1] The difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits based on the payroll was $9148.

NORTH CAROLINA

UNIT COSTS[1]

	Total Cost	Per Family (n = 63)	Per Focal Child (age 3-5) (n = 63)	Per focal Parent (n = 63)	Per target Child (age 0-5) (n = 105)	Per Family Member (n = 309)
Projected Expenditure (based on federal share of ome Start budget)	$100000	$ 1587	$1587	$ 1587	$952	$ 324
Projected Levered Resources	9170	146	146	146	87	30
Total Projected Expenses (Projected Expenditure plus projected levered resources)	109170	1733	1733	1733	1040	353
Cost of Direct Services A. Projected Expenditure[2]	64245					
B. Levored Direct Services[3]	5042					
C. Total Direct Services	69287					

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sed on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in e Home Start Information System.

st of Home Services plus expenditures for parent development.

vered contribution directed utilized by the family (e.g., physical check-ups, ther than in-service consultant.)

NORTH CAROLINA

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	70 %	68 %
Direct Services	71	69
Overhead	29	31
Home Visitor Salaries as a Percent of Total Salaries	58	

MASSACHUSETTS

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 61052	61.4 %
Fringe Benefits	6628	6.7
Contact/Consultant	7610	7.6
Travel	7680	7.7
Space & Utilities	4800	4.8
Supplies	9180	9.2
Equipment	1120	1.1
Other (Babysitting, publications, insurance, parent activity	1410	1.4
Total	99480	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES
LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	21076[1]	10059	1009	32144
Goods	9420		5454	14874
Total	30496	10059	6463	47018

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[1] Includes 2 Home Visitor Salaries and Fringe Benefits ($13986) paid by E.E.A.

MASSACHUSETTS

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$ 3602	3.7 %	$406	$	$ 4008	2.8%
Nutrition	5635	5.7	8326	406	14367	9.9
Psych/Social	5250	5.3	2307	8000	15557	10.7
Education	30165	30.6	13000	1252	44417	30.5
Parent Development	2370	2.4	1000	780	4150	2.9
Administration	33629	34.1	1380	210	35219	24.2
Career Development	13919	14.1	4077	1400	19396	13.3
Occupancy	3960	4.0		4474	8434	5.8
Total	98530[1]	100%	30496	16522	145548	100%

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[1] Difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits as shown on current payroll is $947.

MASSACHUSETTS

UNIT COSTS[1]

	Total Cost	Per Family (n = 57)	Per Focal Child (age 3-5) (n = 70)	Per focal Parent (n = 57)	Per target Child (age 0-5) (n = 103)	Per Family Member (n = 238)
Projected Expenditure (based on federal share of Home Start budget)	$99480	$ 1745	$1421	$ 1745	$ 966	$ 418
Projected Levered Resources	47018	825	672	825	456	198
Total Projected Expenses (Projected Expenditure plus projected levered resources)	146498	2570	2093	2570	1422	616
Cost of Direct Services						
A. Projected Expenditure[2]	47022					
B. Levered Direct Services[3]	35477					
C. Total Direct Services	82499					

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st of Home Services plus expenditures for parent development.

vered contribution directed utilized by the family (e.g., physical check-ups, ther than in-service consultant.)

MASSACHUSETTS

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	45 %	54 %
Direct Services	48	57
Overhead	52	43
Home Visitor Salaries as a Percent of Total Salaries	55	

ALASKA

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PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 76263	73.7 %
Fringe Benefits	5000	4.8
Contact/Consultant	8490	8.2
Travel	4946	4.8
Space & Utilities	2155	2.1
Supplies	2761	2.7
Equipment	2350	2.3
Other (Insurance, parent activity)	1550	1.5
Total	103,515	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	4435	3627	14066	22128
Goods	1824	5336	19760	26920
Total	6259	8513	33826	[illegible]

· ALASKA

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$ 13686	13.8%	$303	$5065	$19054	12.9%
Nutrition	5742	5.8	100	2037	7879	5.3
Psych/Social	10871	11.0	204	4114	15189	10.2
Education	18670	18.8	1048	9394	29112	19.6
Parent Development	1195	1.2	158	3225	4578	3.1
Administration	24241	24.4	2925	2270	29436	19.9
Career Development	22845	23.0	1321	7298	31464	21.2
Occupancy	1980	2.0	200	9386	11566	7.8
Total	99230[1]	100%	6259	42789	148278	100%

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[1] Difference between salaries and fringe benefits based on estimated expenditure and annual salaries and fringe benefits based on current payroll is $4285.

ALASKA

UNIT COSTS[1]

	Total Cost	Per Family (n = 50)	Per Focal Child (age 3-5) (n = 52)	Per focal Parent (n = 61)	Per target Child (age 0-5) (n = 113)	Per Family Member (n = 229)
Projected Expenditure (based on federal share of Home Start budget)	$103515	$ 2070	$ 1991	$ 1697	$ 916	$ 452
Projected Levered Resources	49048	981	943	804	434	214
Total Projected Expenses (Projected Expenditure plus projected levered resources)	152563	3051	2934	2501	1350	666
Cost of Direct Services A. Projected Expenditure[2]	50164					
B. Levered Direct Services[3]	25648					
C. Total Direct Services	75812					

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ed on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in Home Start Information System.

t of Home Services plus expenditures for parent development.

eral contribution directed utilized by the family (e.g., physical check-ups, her than in-service consultant.)

ALASKA

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	49 %	48 %
Direct Services	51	51
Overhead	49	49
Home Visitor Salaries as a Percent of Total Salaries	43	

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 61536	61.5 %
Fringe Benefits	6346	6.3
Contact/Consultant	13200	13.2
Travel	6950	7.0
Space & Utilities	2820	2.8
Supplies	6677	6.7
Equipment	1625	1.6
Other (Insurance Parent activity)	846	.8
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	0	2600	0	2600
Goods	0	1058	0	1058
Total	0	3658	0	3658

TENNESSEE

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$ 14875	15.0%	$	$	$ 14875	14.5%
Nutrition	6253	6.3			6253	6.1
Psych/Social	6325	6.4			6325	6.2
Education	20469	20.7		300	20769	20.2
Parent Development	390	.4			390	.4
Administration	36552	36.9		2000	38552	37.6
Career Development	11520	11.6		300	11820	11.5
Occupancy	2625	2.7		1058	3683	3.6
Total	99009[1]	100%		3658	102667	100%

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[1] The difference between estimated salaries and fringe benefits and annual salarie and fringe benefits based on the payroll was $991.

UNIT COSTS[1]

	Total Cost	Per Family (n = 80)	Per Focal Child (age 3-5) (n = 98)	Per focal Parent (n =149)	Per target Child (age 0-5) (n = 150)	Per Family Member (n = 422)
Projected Expenditure (based on federal share of Home Start budget)	$100000	$ 1250	$1020	$ 671	$ 667	$ 237
Projected Levered Resources	3658	46	37	25	24	9
Total Projected Expenses (Projected Expenditure plus projected levered resources)	103658	1296	1058	696	691	246
Cost of Direct Services						
A. Projected Expenditure[2]	48312					
B. Levered Direct Services[3]	300					
C. Total Direct Services	48612					

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sed on enrollment figures at end of fourth quarter (Jan. 1-March 31, 1973) as reported in e Home Start Information System.

st of Home Services plus expenditures for parent development.

veral contribution directed utilized by the family (e.g., physical check-ups, ther than in-service consultant.)

TENNESSEE

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	48 %	46 %
Direct Services	49	47
Overhead	51	53
Home Visitor Salaries as a Percent of Total Salaries	35	

UTAH

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PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 70078	70.1 %
Fringe Benefits	11300	11.3
Contact/Consultant	5850	5.9
Travel	8860	8.9
Space & Utilities	480	.5
Supplies	2154	2.1
Equipment	0	
Other (Insurance Parent Activity)	1278	1.3
Total	100,000	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES
LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	5491	3768	3548	12807
Goods	643	7019	650	[illegible]
Total	6134	10787	4198	21119

UTAH

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$ 14577	14.6%	$	$2129	$16706	13.8 %
Nutrition	8887	8.9		1079	9966	8.2
Psych/Social	16339	16.3		2494	18833	15.5
Education	24970	25.0	55	220	25245	20.8
Parent Development	1840	1.8	1500	271	3611	3.0
Administration	17189	17.2	600	928	18717	15.5
Career Development	16198	16.2	1500	994	18692	15.4
Occupancy			2479	6870	9349	7.7
Total	100,000	100%	6134	14985	121119	100%

UTAH

UNIT COSTS[1]

	Total Cost	Per Family (n = 67)	Per Focal Child (age 3-5) (n = 75)	Per focal Parent (n = 70)	Per target Child (age 0-5) (n = 104)	Per Family Member (n = 376)
Projected Expenditure (based on federal share of Home Start budget)	100000	$ 1493	$ 1333	$ 1429	$ 962	$ 266
Projected Levered Resources	21119	315	282	302	203	56
Total Projected Expenses (Projected Expenditure plus projected levered resources)	121119	1808	1615	1730	1165	322
Cost of Direct Services						
A. Projected Expenditure[2]	66613					
B. Levered Direct Services[3]	7748					
C. Total Direct Services	74361					

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ost of Home Services plus expenditures for parent development.

evered contribution directed utilized by the family (e.g., physical check-ups, ather than in-service consultant.)

UTAH

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	65 %	58 %
Direct Services	67	61
Overhead	33	39
Home Visitor Salaries as a Percent of Total Salaries	51	

NEVADA

PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 74225	70.8 %
Fringe Benefits	7423	7.1
Contact/Consultant	3510	3.4
Travel	6[illegible]	5.8
Space & Utilities	2883	2.8
Supplies	3739	3.6
Equipment	4400	4.2
Other (Babysitting, Insurance)	[illegible]	2.4
Total	104,800	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	3120	7939	812	11871
Goods		605		605
Total	3120	8544	812	12476

· NEVADA

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources Fed	Non-Fed	Total	% of Total
Home Services						
Health	$ 13454	12.8%	$	$7190	$20644	17.6 %
Nutrition	8653	.8.3		288	8941	7.6
Psych/Social	11237	10.7		1180	12417	10.6
Education	20491	19.6			20491	17.5
Parent Development	3600	3.4		78	3678	3.2
Administration	26584	25.4	3120		29704	25.3
Career Development	16540	15.8		15	16555	14.1
Occupancy	4241	4.0		605	4846	4.1
Total	104,800	100%	3120	9356	117276	100%

NEVADA

UNIT COSTS[1]

	Total Cost	Per Family (n = 61)	Per Focal Child (age 3-5) (n = 70)	Per focal Parent (n = 69)	Per target Child (age 0-5) (n = 144)	Per Family Member (n = 305)
Projected Expenditure (based on federal share of Home Start budget)	104800	$ 1718	$ 1497	$ 1519	$ 728	$ 344
Projected Levered Resources	12476	205	178	181	87	41
Total Projected Expenses (Projected Expenditure plus projected levered resources)	117276	1923	1675	1700	815	385
Cost of Direct Services A. Projected Expenditure[2]	57435					
B. Levered Direct Services[3]	8736					
C. Total Direct Services	66171					

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ost of Home Services plus expenditures for parent development.

vered contribution directed utilized by the family (e.g., physical check-ups, ather than in-service consultant.)

NEVADA

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	51 %	53 %
Direct Services	55	56
Overhead	45	44
Home Visitor Salaries as a Percent of Total Salaries	50	

NEW YORK

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PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 72800	70.4 %
Fringe Benefits	9464	9.2
Contact/Consultant	4800	4.6
Travel	2000	1.9
Space & Utilities	6704	6.5
Supplies	2441	2.4
Equipment	500	.5
Other (Babysitting, Insurance)	4770	4.6
Total	103,479	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES

LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	0	3254	2891	6145
Goods	0	0	13529	1352
Total	0	3254	16420	1967

NEW YORK

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$ 4678	4.7%	$	$1719	$6397	5.3%
Nutrition	4710	4.7			4710	3.9
Psych/Social	11489	11.5		1345	12834	10.7
Education	14738	14.7		1499	16237	13.5
Parent Development	5875	5.9		136	6011	5.0
Administration	37316	37.2			37316	31.1
Career Development	16584	16.5		1446	18030	15.0
Occupancy	4874	4.9		13529	18403	15.3
Total	100264[1]	100%		19674	119938	100%

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[1] The difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits based on the payroll was $3215.

NEW YORK

UNIT COSTS[1]

	Total Cost	Per Family (n = 69)	Per Focal Child (age 3-5) (n =74)	Per focal Parent (n =69)	Per target Child (age 0-5) (n = 120)	Per Family Member (n = 352)
. Projected Expenditure (based on federal share of Home Start budget)	$103479	$ 1500	$1398	$ 1500	$ 862	$ 294
. Projected Levered Resources	19674	285	266	285	164	56
. Total Projected Expenses (Projected Expenditure plus projected levered resources)	123153	1785	1664	1785	1026	350
. Cost of Direct Services						
A. Projected Expenditure[2]	41490					
B. Levered Direct Services[3]	4699					
C. Total Direct Services	46189					

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ost of Home Services plus expenditures for parent development.

evered contribution directed utilized by the family (e.g., physical check-ups, ather than in-service consultant.)

NEW YORK

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	36 %	34 %
Direct Services	41	39
Overhead	59	61
Home Visitor Salaries as a Percent of Total Salaries	44	

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PROJECTED EXPENDITURES BY BUDGET LINE ITEM

	Home Start Federal Grant Expenditure	% of Total
Salaries	$ 67800	66.5 %
Fringe Benefits	6780	6.7
Contact/Consultant	5000	4.9
Travel	10679	10.5
Space & Utilities	2565	2.5
Supplies	2355	2.3
Equipment	4300	4.2
Other (Insurance reproduction)	2560	2.5
Total	102,037[1]	100%

DOLLAR VALUE OF PROJECTED PROGRAM RESOURCES LEVERED BY THE OCD GRANT

	Federal	State-Local	Private	Total
Services	2400	7213	1324	10937
Goods	120	120	1620	1860
Total	2520	7333	2944	12797

[1] $2000 was added to budget for psychological consultant, but the program director could not indicate where it would be subtracted although she said it would be subtracted somewhere. Thus total projected expenditure is actually $100,037.

ARIZONA

FUNCTIONAL COST BREAKDOWN

	Projected Expenditures (Home Start Federal Grant)	% of Total	Levered Resources		Total	% of Tota
			Fed	Non-Fed		
Home Services						
Health	$10939	11.5%	$	$1351	$12290	11.4%
Nutrition	7294	7.7		181	7475	6.9
Psych/Social	10389	10.9	2400	6843	19632	18.2
Education	24242	25.5		1255	25497	23.7
Parent Development	800	.8		139	939	.9
Administration	28231	29.7			28231	26.2
Career Development	11758	12.4		388	12146	11.3
Occupancy	1365	1.4	120	120	1605	1.5
Total	95018[1]	100%	2520	10277	107815	100%

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[1] The difference between estimated expenditures for salaries and fringe benefits and annual salaries and fringe benefits based on the payroll was $7021.

ARIZONA

UNIT COSTS[1]

	Total Cost	Per Family (n = 72)	Per Focal Child (age 3-5) (n = 93)	Per focal Parent (n = 132)	Per target Child (age 0-5) (n = 128)	Per Family Member (n = 463)
Projected Expenditure (based on federal share of Home Start budget)	$100037	$ 1389	$1075	$ 758	$781	$ 216
Projected Levered Resources	12797	178	138	97	100	28
Total Projected Expenses (Projected Expenditure plus projected levered resources)	112834	1567	1213	855	882	244
Cost of Direct Services						
A. Projected Expenditure[2]	53664					
B. Levered Direct Services[3]	12169					
C. Total Direct Services	65833					

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st of Home Services plus expenditures for parent development.

vered contribution directed utilized by the family (e.g., physical check-ups, ther than in-service consultant.)

ARIZONA

	Percent of Projected Federal Home Start Grant Expenditures	Percent of Total Projected Expenses
Home Visits	56 %	60 %
Direct Services	56	61
Overhead	44	39
Home Visitor Salaries as a Percent of Total Salaries	62	